DOCUMENT RESUME

ED 075 377 SP 006 332

AUTHOR Fitch, Thomas; Klima, Kenneth
TITLE A Comparative Study of Illinois State University Elementary Teacher Graduates of the Regular Student Teaching and the Joliet Teacher Education Center Programs 1970-71.
INSTITUTION Illinois State Univ., Normal. Dept. of Elementary Education.
PUB DATE 72
NOTE 77p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Research Projects; *Student Attitudes; *Student Opinion; Student Teachers; *Student Teaching; *Teacher Education; *Teacher Education Curriculum

ABSTRACT

Student graduates' opinions regarding their teacher preparation programs were surveyed, compared, and evaluated. The two programs studied were the regular student teaching program at Illinois State University (I.S.U.) and the Joliet Teaching Education Center Program (J.T.E.C.). Participants were 75 J.T.E.C. students and 75 students from the I.S.U. program. A questionnaire of 110 items was constructed to investigate the elements of each program. Return data were machine-scored and converted to punched data cards for statistical evaluation. A chi square analysis was utilized, permitting comparison of responses for each group on each item. Results were grouped in ten corresponding categories: demographic data, postgraduate employment, student teaching placement, undergraduate preparation, occurrence of problems, college supervision, public school supervision, extraclassroom activities, time commitments, overall evaluation, and commitment. (MJM)

A COMPARATIVE STUDY OF ILLINOIS STATE UNIVERSITY ELEMENTARY TEACHER GRADUATES OF THE REGULAR STUDENT TEACHING AND THE JOLIET TEACHER EDUCATION CENTER PROGRAMS 1970-71

AN OPINION SURVEY OF GRADUATES IN ELEMENTARY EDUCATION

Conducted by

THOMAS FITCH AND KENNETH KLIMA

Through a Grant from

THE FACULTY RESEARCH PROGRAM, ILLINOIS STATE UNIVERSITY

NORMAL, ILLINOIS

1972

ACKNOWLEDGMENTS

Our thanks are extended to Dr. Donald J. D'Amico, Superintendent of Schools, Joliet District #86, his staff and the Board of School Inspectors. The invaluable assistance of building principals and supervising teachers has been deeply appreciated. The substantive support of these individuals has been and continues to warrant the highest recognition and appreciation of the Department of Elementary Education at Illinois State University.

The authors wish to express their sincere appreciation to Ms. Cindy Getson and Loretta Dodson for their invaluable assistance in the preparation of this report. Appreciation is also extended to Dr. George Drew, Chairman, Department of Elementary Education; Dr. Ronald Halinski, Director, Measurement and Evaluation Service; and Dr. Cecilia J. Lauby, Director, Professional Laboratory Experiences, all of Illinois State University. This research was supported by Research Grant No. 71-90 from the Faculty Research and Grants Committee of Illinois State University with the cooperation of the Joliet Teacher Education Center.

The writers accept total responsibility for the contents of this document. The opinions expressed herein do not necessarily reflect the position or policy of Illinois State University, and no official endorsement by Illinois State University should be inferred.

T.F.

K.K.

Cover Design and Art Work
by Barbara Alft

P R E F A C E

Professor J. B. Stroud, Educational Psychologist from the University of Iowa concluded, after a long and distinguished career, that teachers and prospective teachers have more confidence in the application of psychological findings when such findings can be corroborated under regular classroom conditions. The experimental laboratory conditions exclude too many of the variables which are known to operate in more realistic classroom settings. Consequently, the research on teaching and learning that is most beneficial to the practitioner is that which passes the test of use in regular classrooms.

Concern, too, has been expressed about the adequacy and degree of realism in teacher education programs, for there is recent evidence to indicate that many professional education programs are not graduating students who are prepared to meet the challenges of contemporary public schools, especially those of the inner city. There is a need, therefore, to analyze critically those teacher education programs which, traditionally, have been campus-based, in order to determine whether or not other more effective arrangements for preparing teachers might be made.

In the 1969-70 academic year, The Elementary Education Department at Illinois State University initiated an embryonic teacher education center in Joliet, Illinois. This undertaking established a precedent for using resident faculty members to offer courses and practicum experiences off campus for resident credit.

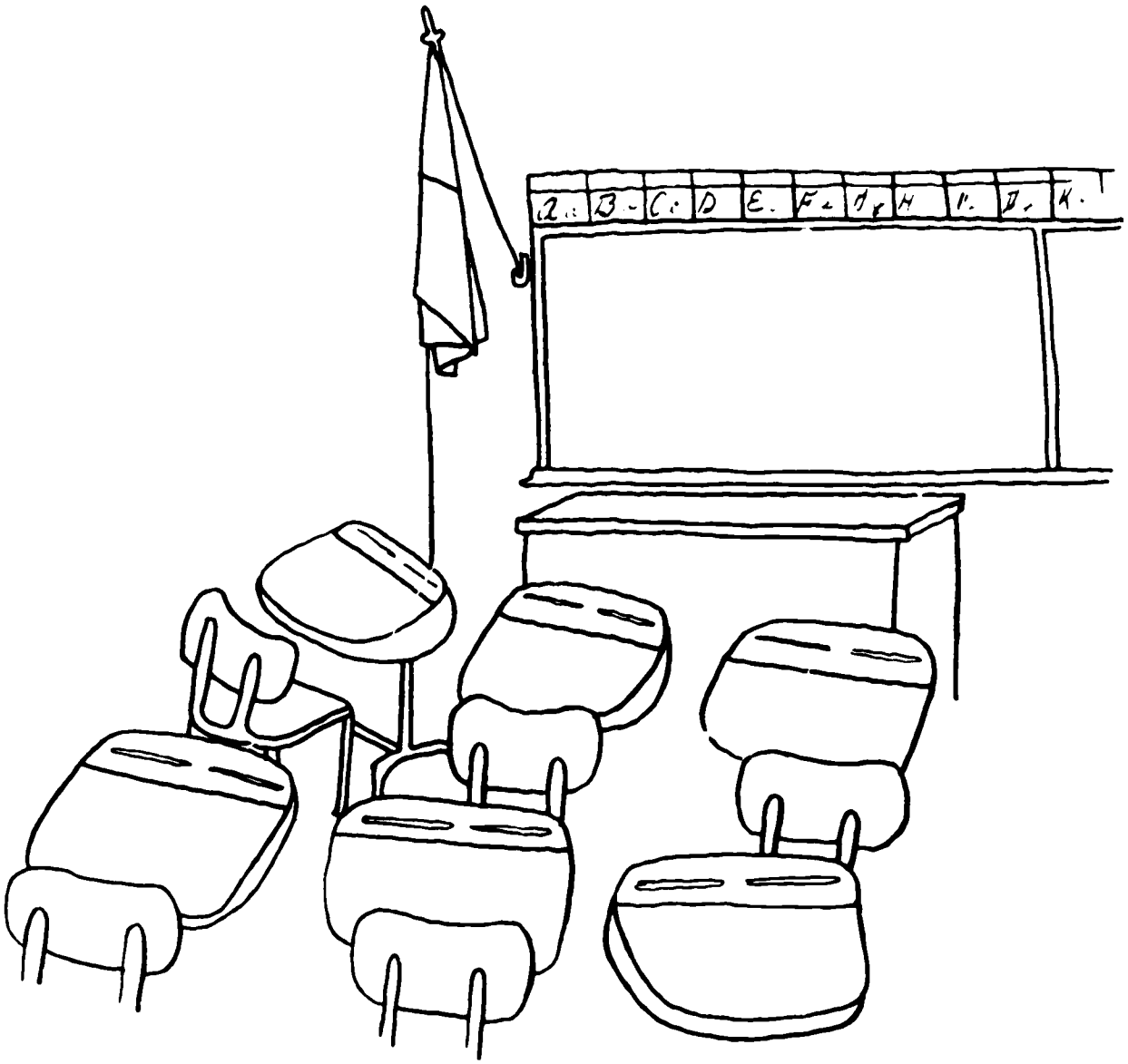
The time has come to evaluate the teacher education program in Joliet. Evaluation is necessary for several reasons: (1) to see if the project is achieving its goals; (2) to see if its graduates

are different in their performance when compared to graduates from the traditional, campus-based program; and (3) to determine if a major university's teacher education program is truly accountable and responsive to the needs of an urban area. Even though professional educators have long known the crucial role of evaluation, its importance seems preeminent in this age of accountability. Thus, there is the obligation to measure the effects of any new program. This study, "A Comparative Study of Illinois State University Elementary Teacher Graduates of the Regular Student Teaching and the Joliet Teacher Education Programs," is a significant effort in this direction.

Dr. Thomas Fitch and Mr. Kenneth Klima conducted this follow-up study by analyzing data collected via questionnaires. The investigators enjoyed an impressive return of approximately 92%. Analysis of these data revealed that over 90% of the students who participated in the Joliet Teacher Education Center program were employed in spite of the current shortage of teaching positions. It was not possible to identify all of the variables which caused this, but it is doubtful if the phenomenon is one that can be explained entirely by statistical data. Therefore, a scheme needs to be developed to evaluate the Joliet Teacher Education Center on the basis of data that can be analyzed statistically and on the basis of information that cannot be analyzed statistically ---- "hard" and "soft" data.

George M. Drew, Chairman

Department of Elementary Education



PURPOSE OF THE STUDY

The purpose of this study was twofold:

1.) Survey graduates' opinions, attitudes, and perceptions regarding their teacher preparation program as individuals who participated in contrasting programs, and

2.) To contrast, compare, and evaluate the distinct attributes of the Regular Student Teaching Program and the Joliet Teacher Education Center Program as perceived by the graduates of that specific program.

DESCRIPTION OF REGULAR STUDENT TEACHING PROGRAM

Traditionally, student teaching for elementary education majors at Illinois State University has been a nine (9) week experience. The student may elect to student teach the first or second nine weeks of a given semester. The other nine week block during that semester is usually spent in course work.

College supervision of student teaching is campused based. It is not unusual for a college supervisor to have twelve student teachers scattered over a wide geographic area necessitating a fair amount of travel to and from the campus. Student teachers are visited a minimum of three times during this nine week period. Student teaching seminars are held at the discretion of the college supervisor. Occasionally it is difficult to hold student teaching seminars because of the wide geographic placement of the candidates.

The prospective student teacher fills out a form requesting geographic placement - north, south, east, west, or Chicago area. They may indicate their first, second, or third choice of geographic placement and grade level assignment. The Office of Professional Laboratory Experiences informs the student of the specific school and grade level assignment for student teaching.

DESCRIPTION OF THE JOLIET TEACHER EDUCATION CENTER PROGRAM

This program provides the elementary education major an option for student teaching. The student may elect to participate in an eighteen (18) week program of student teaching and methods classes. The attempt is to integrate theory with practice.

College supervision is based off campus, in residence, at Joliet, Illinois. The emphasis of the program is on urban teaching experience ("inner-city"). The college supervisors in Joliet visit schools weekly where students are student teaching. Student teaching seminars are held weekly rotating among schools in the district.

The prospective student teacher is provided with a pre-orientation on campus the semester preceding their student teaching. A tape-slide presentation depicting a variety of schools and teaching experiences are shared by students currently involved in those schools. Arrangements are made at this time for visitation to cluster schools.

The prospective student teacher visits the sites of the various schools involved in the J.T.E.C. program. They then elect the specific school in which they will student teach.

The J.T.E.C. program consists of three phases:

1.) Professional Involvement
- Focused observation - 2 weeks - all grade levels
- Mini-micro teaching - 3 weeks - all grade levels multiple subject content
- Contracting for specific grade level(s) and supervising teacher(s) - fifth week
- Student Teaching - 13 weeks - multiple grade levels and supervising teachers possible (8 hours credit)

2.) Academic Involvement
- 9 hours of Undergraduate course work
- Senior Seminar - 3 hours credit
- Advanced Reading Methods - 3 hours credit
- Community Involvement - 3 hours credit

3.) Community Involvement
- Choice of placement at the following child-related agency: Community Center (Black or Spanish), Day Care Center, Boys' Club, Orphanage, Juvenile Detention Center, Hospital, etc.

The student teacher elects voluntarily to participate in the J.T.E.C. program, selects the specific school, grade level, supervising teacher, and community child-related agency. They are provided assistance in securing housing in the community. They are clustered* in schools. Under-graduate classes are held in a classroom provided exclusively for the purpose by the school district.

*Clustered: Multiple assignment (4 to 12) of student teachers to a particular school during the same semester.

METHODS AND PROCEDURES

Population

The population of interest in this study was the graduates in Elementary Teacher Education at Illinois State University during the Fall and Spring Semesters of 1970-71. There were a total of 589 individuals graduated and recommended for certification in Elementary Education in this time period.

It was not possible to survey the entire population of those who student taught, Spring/Fall 1970-71. However, the entire population who completed an 18-20 week experience in undergraduate course work and student teaching at the Joliet Teacher Education Center were considered *in toto* as one group for comparative purposes. There were 75 graduates of the Joliet Teacher Education Center. A random sample of 75 individuals were selected from the regular student teaching program (hereafter referred to as the *Normal Group). This random sample of 75 was selected from a possible 464 individuals.

Study Sample: Two sample populations of interest in this study were:

a. Regular Elementary Student Teacher Graduates (*Normal Group) of Illinois State University who student taught during the 1970-71 school year ($n_1 = 75$)

b. Joliet Teacher Education Center Student Teacher Graduates (Joliet Group) of Illinois State University who student taught during the 1970-71 school year ($n_2 = 75$)

(Total N = 150 for the purposes of this study.)

*Note: Illinois State University is located in Normal, Illinois. The term Normal Group will be used to refer to those graduates completing the regular 9 week student teaching program.

INSTRUMENTATION

Several published questionnaires were reviewed to determine their suitability for the purposes of this study. While many instruments were examined none were found to be appropriate.

A questionnaire of 110 items was constructed to investigate the following areas of interest:

1) demographic data
2) postgraduate employment status
3) student teaching placement
4) undergraduate academic preparation
5) occurrence of problems and assistance received
6) college supervision
7) public school supervision
8) extra classroom activities
9) time commitments
10) overall evaluation of student teaching
11) commitment to teaching

These categories were the variables of interest in this study. Several to more than a dozen items were developed to support each category.

Differences in program designs necessitated the construction of items which identified comparable aspects of both programs as well as items which explored the unique elements inherent to each program.

The specific items contained in the survey questionnaire may be found later in this report. The format of the items found in that section has been altered slightly to permit the reporting of data but the items are identical to those contained in the instrument.

DATA COLLECTION AND ANALYSIS

A packet of materials was mailed to each subject in March, 1972. Each packet contained:

1) a cover letter outlining the purpose and importance of the study with an appeal to participate (individually signed and addressed)
2) a set of directions
3) a questionnaire
4) a machine scorable answer sheet
5) a return-addressed stamped envelope

Four weeks after mailing, non-respondents were personally contacted by telephone and requested to complete their answer sheets and return them as soon as possible. Over 70% of the subjects responded prior to the followup effort. All information included in the final data analysis was received within three months of the mailing date. Returned answer sheets were machine scored and converted to punched data cards for statistical evaluation. A chi square analysis was utilized permitting comparison of responses of each group on each item. Prior to the statistical test, cell frequencies were combined so that expected values were greater than 5 when df = 1 and greater than 2 when df = 2 (see Ferguson, 1966).* The .05 level of significance was deemed sufficiently rigorous for the purpose of this study.

* Ferguson, George A., Statistical Analysis in Psychology and Education, McGraw-Hill Book Co., New York, 1966, p 206-208

SUMMARY OF FINDINGS

Response of Graduates

A total of 91% of the 150 elementary teacher education graduates surveyed responded to the 110 item questionnaire. This high percentage of response may be due to the following factors:

1) cover letters were individually addressed to the respondents
2) letters were personally signed by each researcher
3) the importance of the study and the need for each individuals' participation was stressed
4) each packet of materials was sent special delivery, certified mail, return receipt requested, with numerous markings stamped on the envelope, i.e., "Urgent", "Please Forward", "Do Not Bend"
5) a return addressed first-class stamped envelope was included with the packet of materials
6) a summary of results was promised.

The original mailing produced a 72% return. Follow-up efforts for non-respondents included personal contact by telephone as well as subsequent mailings. Of the 150 subjects selected to participate, 137 returned usable answer sheets.

TABLE I: ILLINOIS STATE UNIVERSITY GRADUATES WHO RETURNED COMPLETED DATA

GROUP	NUMBER SELECTED TO PARTICIPATE	NUMBER OF RETURNED ANSWER SHEETS	PERCENT OF RESPONDENTS
NORMAL	75	69	92%
JOLIET	75	68	91%
TOTAL	150	137	91%

Response to the Questionnaire

Responses to the questionnaire, which contained 110 items, when tested by the chi-square (x^2) statistic, yielded 53 items at or beyond the .05 level of significance. This suggests that the responses of the two groups on this instrument were markedly different on half of the items.

In this report responses are reported in percentage figures. Rounding error may account for totals yielding greater than or less than 100%.

A. DEMOGRAPHIC DATA

Demographic information of interest in this study included recipient of financial aid, grade point average, plans to keep "up to date", and number of credit hours earned beyond the bachelor's level. Table II indicates the per cent of graduates who received financial aid while undergraduate students.

TABLE II: PER CENT OF RESPONDENTS WHO RECEIVED FINANCIAL AID AS UNDERGRADUATE STUDENTS

GROUP	STATE OF ILLINOIS *		U.S. FEDERAL GOVERNMENT **	
	YES	NO	YES	NO
NORMAL	45%	55%	12%	88%
JOLIET	65%	35%	12%	88%

* Significant $x^2 = 5.4$, $p < .05$

** $x^2 = 0.0$, $p > .05$

A significantly greater number of Joliet students were receiving aid from the State of Illinois than Normal students. No difference was observed between groups receiving financial aid from the U. S. Federal Government.

Of those receiving aid from the State of Illinois closer examination revealed a significantly greater number of individuals in the Joliet group reported a larger percentage of expenses supported by the Illinois State Teacher Scholarship than the Normal group. This finding is illustrated in Table III.

TABLE III: PER CENT OF EXPENSES SUPPORTED BY THE ILLINOIS STATE TEACHER SCHOLARSHIP

GROUP	PER CENT OF EXPENSES SUPPORTED BY ILLINOIS STATE TEACHER SCHOLARSHIP				
	0%	30% OR LESS	31% TO 60%	61% TO 89%	90% OR MORE
NORMAL	42%	48%	10%	0%	0%
JOLIET	31%	43%	21%	4%	2%

* Significant $x^2 = 6.3$, $p < .05$

CONCLUSION: More students participating in the Joliet Teacher Education Center Program were receiving scholarship aid which supported a greater percentage of expenses than reported by a comparable on-campus population.

Distribution of grade point average at graduation indicated no significant difference between the Normal or Joliet groups. This finding is depicted in Table IV below.

TABLE IV: DISTRIBUTION OF ALL COLLEGE GRADE POINT AVERAGE AT GRADUATION

GROUP	TOTAL GRADE POINT AVERAGE				
	2.00 OR LESS	2.01 TO 2.50	2.51 TO 3.00	3.01 TO 3.50	3.51 TO 4.00
NORMAL	0%	12%	46%	33%	9%
JOLIET	0%	2%	43%	42%	13%

Differences between the two groups in their plans up to date" professionally by pursuing additional [illegible] as well as credit actually earned beyond the bachelor's degree [illegible] to reach statistical significance.

B. POSTGRADUATE EMPLOYMENT STATUS

The basic question of interest was; are individuals being prepared to teach in elementary schools by Illinois State University finding employment? The answer is a qualified yes, as 81% of both groups, Normal and Joliet, reported they are employed full time in teaching. Table V provides a breakdown of employment status.

TABLE V: ILLINOIS STATE UNIVERSITY ELEMENTARY TEACHER EDUCATION GRADUATES' EMPLOYMENT STATUS 1970-71

GROUP	FULL TIME TEACHING *	PART TIME TEACHING	SUBSTITUTE TEACHING	NOT TEACHING	UNEMPLOYED
NORMAL	73%	4%	12%	7%	5%
JOLIET	90%	0%	3%	2%	0%
TOTAL	81%	2%	7%	4%	5%

* Significant $\chi^2 = 5.6$, $p < .05$

Nine out of ten graduates of the Joliet Teacher Education Center as compared with 73% of the Normal Group were employed in full time teaching. This finding was found to be statistically significant. If all teaching is considered (full time, part time, and substitute teaching) 90% of Illinois State University graduates surveyed in this study were found to be teaching.

CONCLUSION: Graduates who participated in the Joliet Teacher Education Center 18-week program faired significantly better in securing full time teaching employment than their peers who opted for a nine-week traditional student teaching program.

This finding may be attributable to the self-selectivity of student participants, attempts to identify and develop a cadre of competent supervising teachers, and the extended time to develop confidence and competence in teaching. The supervising teacher(s)

and center faculty have a longer time to observe and analyze a candidate's teaching. This permits supervising teachers and [illegible] faculty the opportunity to generate more peformance data on individual candidates. Letters of recommendation and the extensiveness of the written final evaluations of student teaching seem to reflect the longer time period and increased ability to write analytically descriptive statements on the part of supervisors.

The graduates were asked, "who provided greatest assistance in helping you to obtain your current teaching position?" Table VI indicates the response.

TABLE VI: AGENT WHO PROVIDED GREATEST ASSISTANCE IN OBTAINING CURRENT TEACHING POSITION

GROUP	SCHOOL PRINCIPAL OR SUPERVISING TEACHER	STUDENT TEACHER OR FRIEND	COLLEGE SUPERVISOR	UNIVERSITY PLACEMENT BUREAU	NONE OF THESE
NORMAL	19%	24%	0%	15%	42%
JOLIET	22%	13%	6%	13%	46%

One might assume that the agent who provides greatest assistance in teacher placement would be the University Placement Bureau. The data do not support this assumption. The most distressing finding on this particular item was the relatively insignificant role played by the University Placement Bureau. Only 14 per cent of the graduates surveyed in this study attributed their teaching position primarily to the assistance provided by the University Placement Bureau. This finding raises some very serious questions. The University Placement Bureau is the official agency whose primary task is to provide assistance to graudates seeking employment.

No significant difference was noted between groups on this item. School principal or supervising teacher were selected by 21% of the respondents with student teacher or friend accounting for 18% of responses, Placement Bureau 14%, college supervisor 3%, and none of these 44%. With 44% responding none of these, the question of which agent(s) provided greatest assistance in obtaining teaching employment remains largely unanswered. This suggests an area for further study.

Several items were designed to explore the relationship between the student teaching assignment and subsequent employment in teaching. Graduates were asked to characterize their student teaching assignment as urban, suburban, or rural. Their response is found in Table VII.

TABLE VII: TYPE OF STUDENT TEACHING ASSIGNMENT

GROUP	URBAN	SUBURBAN	RURAL
NORMAL	36%	49%	15%
JOLIET	72%	28%	0%
TOTAL GROUPS	54%	39%	7%

* Significant $x^2 = 22.0$, $p < .01$

The difference between groups on this item was found to be significant. The Normal group characterized their student teaching assignment as mostly suburban (49), followed by urban (36%) and rural (15%). The Joliet group indicated an urban character of their student teaching assignment (72%) with suburban a distant second (28%) and no rural placements.

Respondents were asked to characterize the school assignment by type -- all Black, integrated, all White. The results are depicted in Table VIII.

TABLE VIII TYPE OF ASSIGNMENT WHILE STUDENT TEACHING

GROUP	ALL BLACK	INTEGRATED	ALL WHITE
NORMAL	0%	39%	61%
JOLIET	13%	62%	25%
TOTAL GROUPS	7%	50%	43%

* Significant $x^2 = 17.9$, $p < .01$

TABLE IX: COMPARISON OF STUDENT TEACHING ASSIGNMENTS WITH TEACHING ASSIGNMENTS FOR ILLINOIS STATE UNIVERSITY ELEMENTARY TEACHING GRADUATES 1970-71

GROUP	ASSIGNMENT	URBAN	SUBURBAN	RURAL	ALL BLACK	INTEGRATED	ALL WHITE
NORMAL	STUDENT TEACHING	36%	49%	15%	0%	39%	61%
	TEACHING	20%	43%	38%	2%	27%	71%
JOLIET	STUDENT TEACHING	72%	28%	0%	13%	62%	25%
	TEACHING	32%	40%	29%	7%	26%	68%

The Normal group reported 61% all [illegible] schools and 39% integrated schools with no one reporting placement in an all Black school. The Joliet group reported 62% in integrated schools, 25% in all White schools with 13% indicating placement in all Black schools. The difference between groups was found to be statistically significant.

If we take the above two tables and collapse them into one, adding one more piece of information (a description of the actual teaching assignment) we can then explore the relationship between the student teaching and subsequent teaching assignment. This procedure is illustrated in Table IX.

One of the most pronounced features of this information is the shift in placements from urban-suburban student teaching to rural teaching positions. The shift from all Black - integrated student teaching placements to all White teaching positions is also startling.

This information leads to a series of questions related to this data. How are student teaching assignments selected? Do all Black schools have a proportionately equal opportunity of student teacher placements than integrated or all White schools? Is it easier to place student teachers in suburban - all White schools? Does the placement of student teachers relate to a set of priorities? If so, what are these priorities? What factors are responsible for the low retention rate in all Black schools? What factors are influencing the high tendency to shift from integrated to all White schools? The shift from urban to rural in the Joliet group is very pronounced, Why? Are Illinois State University graduates avoiding certain teaching assignments or are they going to where the jobs are?

What were the primary reasons graduates selected their current teaching positions? The response is presented in Table X.

TABLE X: MAIN REASON FOR SELECTING CURRENT TEACHING POSITION

GROUP	GEOGRAPHIC LOCATION DESIRED	ONLY JOB OFFER RECEIVED	GRADE LEVEL DESIRED	SELECTED FROM SEVERAL JOB OFFERS - WANTED THIS JOB FOR SEVERAL REASONS	NONE OF THESE
NORMAL	19%	21%	21%	14%	25%
JOLIET	13%	27%	19%	29%	13%

Graduates seemed to select specific teaching positions for a variety of reasons. The category which represented the largest combined response was "only job offer received" (24%), followed by "selected from several offers, wanted this job for several reasons" (22%), "grade level desired" (20%), "none of these " (18%), and "geographic location desired" (16%). Geographic location seems to have a less important influence than in previous years on s lecting teaching positions.

When asked how their current teaching assignment compared with the grade level of their student teaching assignment the graduates responded to several items. The response to these items are collapsed and presented in Table XI.

TABLE XI: CURRENT TEACHING ASSIGNMENT COMPARED WITH STUDENT TEACHING ASSIGNMENT

Item: Are you currently teaching at the same grade level at which you student taught?

GROUP	YES	NO	NO RESPONSE
NORMAL	25%	52%	23%
JOLIET	48%	44%	7%

Over half of the Normal group reported that they were not teaching at the grade level at which they student taught, while one-quarter indicated that they were teaching at the same level they student taught. The Joliet group indicated that (44%) were not teaching at the same grade level they student taught but a larger percentage (48%) were teaching at the same grade level at which they acquired their initial teaching experience.

CONCLUSION: Graduates selected their specific teaching position for a variety of reasons. Desirable geographic location did not appear to be an important influence in selecting teaching positions. Most Joliet students reported teaching at the same grade level they student taught while most Normal students were not teaching at a grade level in which they student taught.

C. STUDENT TEACHING PLACEMENT

Respondents in this study were asked to indicate if they actually had control over and if they desired to have control over their specific student teaching placement. (In short, did they have a choice? Did they want a choice?) There were also asked, did they understand why they were assigned to a specific student teaching assignment.

Graduates were asked what degree of control they had over their assignment to student teach. The results are reported in Table XII.

TABLE XII: GRADUATES' PERCEPTION OF THE DEGREE OF CONTROL OVER THEIR STUDENT TEACHING ASSIGNMENT

GROUP	ABSOLUTELY NO CONTROL	VERY LITTLE CONTROL	SOME CONTROL	MUCH CONTROL	HIGH DEGREE OF CONTROL
NORMAL	25%	32%	28%	9%	6%
JOLIET	0%	3%	19%	38%	40%

* Significant $x^2 = 64.3$, $p < .01$

A majority of the Normal group (57%) felt they had little or no control over the decision related to their student teaching placement while only 3% of the Joliet group expressed very little control over such placement. Almost all (97%) of the Joliet group indicated some, much, or a high degree of control over their student teaching placement contrasted with less than half (43%) of the Normal group. The differences between these two groups were statistically significant.

How did the graduates feel about the degree of control they could exercise over their student teaching placement? Their answers appear in Table XIII.

TABLE XIII: GRADUATES' FEELINGS REGARDING THE DEGREE OF CONTROL OVER THEIR STUDENT TEACHING PLACEMENT

GROUP	EXTREMELY NEGATIVE	NEGATIVE	NEUTRAL	POSITIVE	EXTREMELY POSITIVE
NORMAL	9%	28%	32%	23%	9%
JOLIET	2%	3%	10%	41%	44%

* Significant $x^2 = 44.3$, $p < .01$

The Normal group indicated they felt negative or neutral (69%) regarding the degree of control they were able to exercise over their student teaching placement. This contrasts with 15% of the Joliet group feeling negative or neutral.

A large majority (85%) of the Joliet group were positive or extremely positive while 32% of the Normal group reported similar feelings. This finding was significant.

CONCLUSION: Graduates who had a higher degree of control over their student teaching assignment felt more positive. Graduates who exercised little control over their student teaching placement were either negative or neutral toward this lack of control.

Do graduates have an understanding of why they were assigned their specific student teaching placement? They were asked and their answers are illustrated in Table XIV.

TABLE XIV: GRADUATES' UNDERSTANDING OF WHY THEY WERE ASSIGNED THEIR STUDENT TEACHING PLACEMENT

Item: Why do you think you were assigned to your specific student teaching placement?

GROUP	IT WAS CONVENIENT FOR I.S.U.	AVAILABILITY OF WILLING SUPERVISING TEACHERS	REALLY DON'T KNOW	I.S.U. WAS ATTEMPTING TO INDIVIDUALIZE MY PLACEMENT	BECAUSE THIS WAS THE ONE I SELECTED
NORMAL	15%	38%	32%	12%	4%
LIET	0%	9%	3%	12%	77%

* Significant $\chi^2 = 82.8$, $p < .01$

Clearly 77% of the Joliet group understood why they were assigned to their student teaching placement. They selected the placement. Only 4% of the Normal group seleected their student teaching placement. Twelve per cent of both groups felt I.S.U. was attempting to individualize their placement. A total of 32% from the Normal group did not understand why they were assigned their specific student teaching placement.

A majority (53%) of the Normal group felt their placement was convenient for I.S.U. or dependent upon the availability of willing supervising teachers. Only 9% of the Joliet group understood that the reason for their student teaching placement was dependent upon the availability of willing supervisors while none thought it a matter of convenience

CONCLUSION: Joliet students reported a high degree of control over their specific assignment to student teach. Normal students indicated very little control over such assignments. In addition, Joliet graduates indicated a clearer understanding of the reason for their specific student teaching assignment with over three-quarters reporting they personally selected the specific placement.

D. UNDERGRADUATE ACADEMIC PREPARATION

Questions in this category tended to probe opinions regarding the substantive academic experiences of the teacher preparation process at Illinois State University. Reactions to methods classes, experiences with children, strongest and weakest areas of preparation, the theoretical or practical nature of instruction received on campus, methods while student teaching, are representative of the types of questions asked. Table XV, below, presents the response to the possible need to provide earlier and longer contacts with children.

TABLE XV: THERE SHOULD BE EARLIER AND LONGER EXPOSURE TO CHILDREN AS A PART OF THE TEACHER PREPARATION EXPERIENCE AT I.S.U.

GROUP	DISAGREE	TEND TO DISAGREE	NO OPINION	STRONGLY FAVOR	ABSOLUTELY ESSENTIAL
NORMAL	0%	2%	2%	33%	64%
JOLIET	2%	0%	2%	15%	82%

* Significant $x^2 = 6.0$, $p < .05$

The respondents strongly favored or felt it absolutely essential (97%) to be provided earlier and longer contacts with children as a part of their teacher preparation program at Illinois State University. The results indicated that Joliet students differed from the Normal group in the degree of affirmative response to this proposition. This difference was statistically significant.

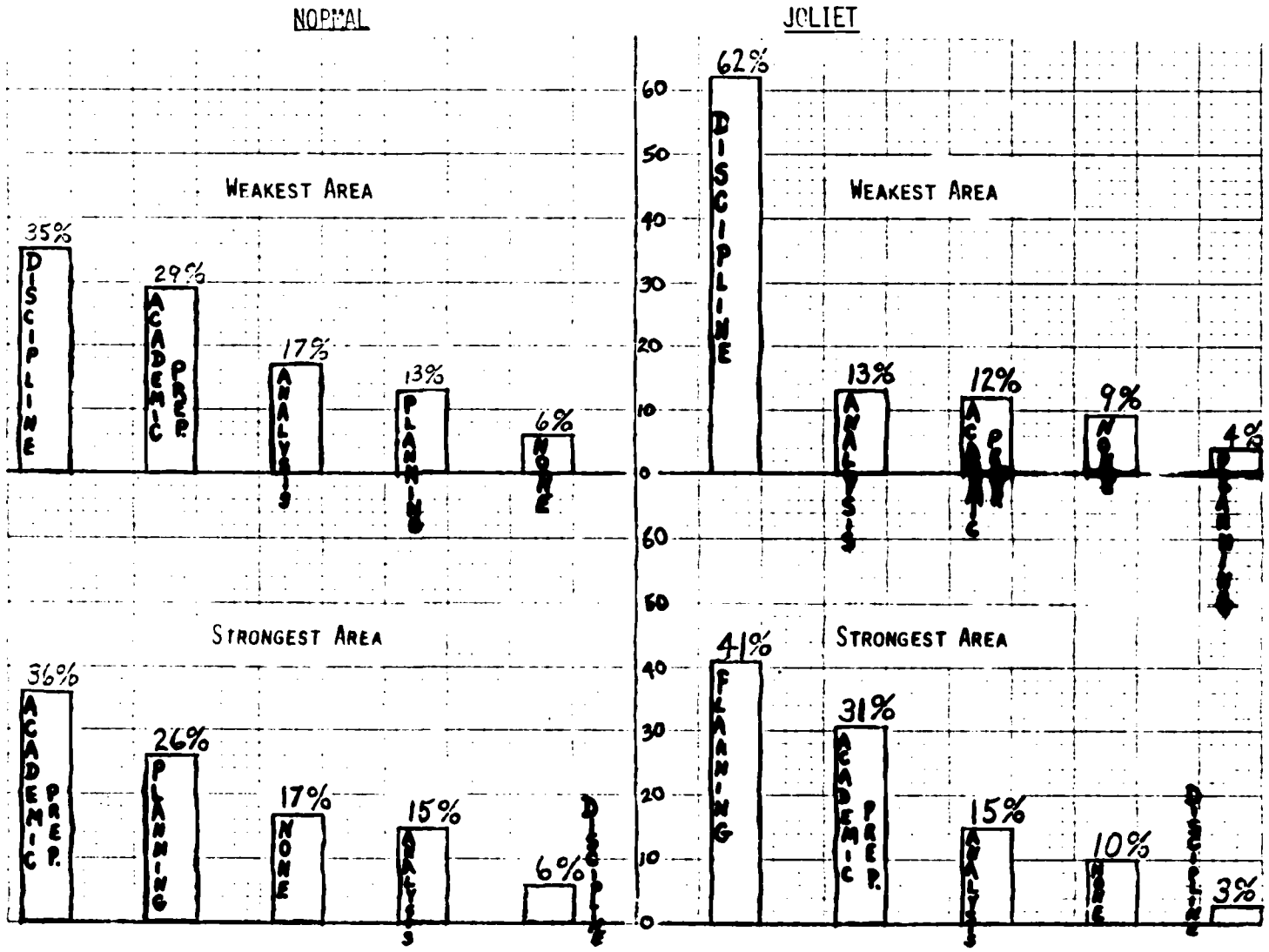
Several items were collapsed to show side-by-side comparisons of the rank order of strength and weaknesses of the teacher preparation experience. These data are presented in Bar Graph I: Preceived strengths and weaknesses of graduates' preparation experiences at Illinois State University. (following page)

Both groups indicated discipline was the weakest area of their preparation to teach. The Joliet group expressed almost 2 to 1 over their Normal counterparts that discipline was where they needed more preparation. This finding was statistically significant.

The Normal group also indicated that preparedness for teaching Math, Reading, Language, Science, etc. was also a weak area (29%), with analysis of teaching (17%) and planning for teaching (13%) running third and fourth. The Joleit group responded that analysis of teaching (13%), academic preparation (12%), none of these (9%) and planning (4%) were the weakness in their preparation. The Normal group responses were spread over four areas while the Joliet group overwhelmingly indicated that the weakest area in their preparation was in discipline techniques.

BAR GRAPH I

PRECEIVED STRENGTHS AND WEAKNESSES OF GRADUATES' PREPARATION AT ILLINOIS STATE UNIVERSITY



On the positive side, the Normal group felt that their preparation to teach Math, Reading, Language, Science, etc. (36%) was the strongest area of their preparation, with planning for teaching (26%) a close second. None of these (17%) was third, followed closely by analysis of teaching (15%), with discipline (6%) last as an area of strongest preparation for Normal group. The Joliet group indicated that planning for teaching (41%), followed closely by academic preparation to teach subjects in the elementary school curriculum (31%) were areas of strongest preparation. Analysis of teaching (15%), none of these (10%), and discipline (3%) were much less important in describing areas of greatest strength.

Both groups indicated discipline as the area of greatest weakness and selected it least as the strongest area of preparation. Planning for teaching was not considered as a weak area by many respondents rather most considered planning a strength in their preparation.

CONCLUSION: I.S.U. graduates indicated that planning for teaching and their academic preparation to teach elementary school subjects were the strongest areas of their teaching preparation. Graduates felt least prepared to cope with the probelms of discipline encountered in student teaching and subsequent teaching.

Approximately 60% of each group considered their academic preparation for student teaching to be "good" or "excellent." Twenty per cent of each group considered it "poor" or "very poor."

Almost 70% of the Joliet group and 64% of the Normal group considered their academic preparation "mostly theoretical" as contrasted with 19% and 30% respectively, who considered their preparation a blend of theory and practice.

Graduates were asked to reflect upon the value of educational methods classes while student teaching. Their responses are presented in Table XVI.

TABLE XVI: THE VALUE OF EDUCATIONAL METHODS COURSES WHILE STUDENT TEACHING

GROUP	ABSOLUTELY NO VALUE	LITTLE VALUE	DON'T KNOW	SOME VALUE	GREAT VALUE
NORMAL	4%	45%	0%	46%	4%
JOLIET	3%	25%	2%	59%	12%

* Significant $x^2 = 6.7$, $p < .05$

The Normal group was almost evenly divided on positive or negative value of Educational methods course while student teaching, 49% indicated little or no value with 50% attaching some or great value. Thirty per cent of the Joliet group indicated no value, little value, or don't know. A clear majority (71%) indicated that educational methods courses had some or great value for them as participants in the Joliet Teacher Education Center. Reading methods class was an integrated part of the Teacher Education Center program.

E. OCCURRENCE OF PROBLEMS AND ASSISTANCE RECEIVED WHILE STUDENT TEACHING

A group of questions were constructed to sample problems encountered, assistance received, and the source of such assistance while student teaching. Graduates were queried about the frequency of difficulty encountered while student teaching, the results are reported in Table XVII:

TABLE XVII: DEGREE TO WHICH GRADUATES EXPERIENCED DIFFICULTY DURING STUDENT TEACHING

Item: To what extent did you experience difficulty during your student teaching?

GROUP	VERY FREQUENTLY	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER
NORMAL	3%	9%	36%	46%	6%
JOLIET	4%	16%	50%	28%	2%

* Significant $x^2 = 7.5$, $p < .05$

While there is a great deal of ambiguity in the question there is an indication that the Joliet student teachers experienced difficulty more frequently than their counter parts in the regular student teaching program. If the categories of very frequently, frequently, occasionally are collapsed and group responses compared then 70% of the Joliet group while only 48% of the Normal group reported experiencing this frequency of difficulty. Collapsing the seldom or never categories result in the Normal group reporting 52% to the Joliet group reporting 30%. The Joliet students felt they experienced difficulties to a significantly greater extent than Normal students.

This finding raises the *WHY* question. Is this finding related to the assignment (urban, inner city, integrated)? Is this a result of a longer time period for student teaching, i.e., does one experience more difficulty as the time on the job is extended? Is it a result of awareness or analytic ability? To suggest an answer to these

questions would be purely speculative and going beyond the data. This does suggest an area for further research.

Both groups appeared to receive comparable degrees of assistance when they did experience difficulties (see item 29 in the last section of this report), but such assistance was likely to come from different sources. Normal students primarily relied upon their supervising teachers for help while Joliet students consulted other student teachers as frequently as they did their supervisors. This finding is reported in Table XVIII:

TABLE XVIII: AGENT GRADUATES TURNED TO MOST WHEN THEY NEEDED HELP.

Item: Who would you turn to most when you needed help?

GROUP	OTHER STUDENT TEACHER(S)	SUPERVISING TEACHER	COLLEGE SUPERVISOR	BUILDING PRINCIPAL	SOMEONE ELSE
NORMAL	7%	75%	6%	0%	12%
JOLIET	43%	40%	12%	4%	2%

* Significant $x^2 = 26.9$, $p < .01$

Normal students turned to their supervising teacher(s) most (75%) when they needed help but Joliet students turned to other student teachers (43%) and their supervising teacher(s) (40%). Twelve per cent of the Normal group turned to someone else compared with 2% of the Joliet group. The Joliet group turned to their college supervisor (12%) or building principal (4%) contrasted with 6% and 0% respectively for Normal students when they needed help.

Further information related to the above finding may result from exploration of the degree of "peer group" support while student teaching. The study sample responded to such an item. Their response is illustrated in Table XIX.

TABLE XIX: DEGREE OF "PEER GROUP" (OTHER STUDENT TEACHER(S)) SUPPORT WHILE STUDENT TEACHING

Item: While student teaching to what degree did you have "Peer Group" (other student teacher(s)) support?

GROUP	NEVER	HARDLY EVER	OCCASIONALLY	FREQUENTLY	ALWAYS
NORMAL	25%	15%	21%	25%	15%
JOLIET	0%	0%	0%	25%	75%

* Significant $x^2 = 68.5$, $p < .01$

The Joliet students reported that they received peer group support frequently or always (100%). The majority of the Normal group indicated that they never, hardly ever, or occasionally experienced peer group support. This results from basic programatic design. Clustering students (multiple assignment) to a specific school is a built in element of the Joliet Teacher Education Center. Its occurrence in the regular program is not a basic programatic commitment, however, it does occasionally occur.

All of the Joliet students were clustered in school buildings with two or more other student teachers and, in 69% of the cases, with four or more (see Table XX). Because of this arrangement, all of these students "frequently" if not "always" felt the effects of peer group support and considered the availability of other student teachers "very helpful" to "extremely helpful." Most of the Normal students were assigned to buildings alone or with one other student teacher, consequently, received significantly less peer group support than did the Joliet students. Fifty-six per cent of the Normal students felt clustering two or more student teachers in a building would have been "very" to "extremely helpful." This data is reported in Table XXI.

TABLE XX: THE NUMBER OF STUDENT TEACHERS ASSIGNED TO AN INDIVIDUAL BUILDING

Item: How many other student teachers were assigned to the building in which you student taught?

GROUP	NONE	ONE OTHER	TWO OTHERS	THREE OTHERS	FOUR OR MORE
NORMAL	29%	44%	16%	9%	3%
JOLIET	0%	0%	3%	28%	69%

* Significant $x^2 = 104.3$, $p < .01$

TABLE XXI: GRADUATES JUDGMENT REGARDING HELPFULNESS OF CLUSTERING STUDENT TEACHERS WITHIN AN INDIVIDUAL BUILDING

Item: In your judgment would it have been helpful to have been clustered during your student teaching assignment?

GROUP	NOT AT ALL HELPFUL	NOT VERY HELPFUL	NO DIFFEPENCE	VERY HELPFUL	EXTREMELY HELPFUL
NORMAL	6%	7%	31%	41%	15%
JOLIET	0%	0%	0%	21%	79%

* Significant $x^2 = 64.0$, $p < .01$

CONCLUSION: Generally, Joliet students felt they experienced difficulties to a significantly greate ex' than ! students. Both groups reported the mpar degrees of assistance, but such assistance s o come from different sources. Normal students primarily relied upon their supervising teachers teachers for help while Joliet students consulted other student teachers as frequently as they did their supervisors.

. COLLEGE SUPERVISION

Questions related to the professional and personal relationship between the college supervisor and student teacher were a part of the questionnaire. Graduates were asked how frequently they were visited by their college supervisor while student teaching. Table XXII contains information regarding this item.

TABLE XXII: FREQUENCY OF VISITATIONS BY COLLEGE SUPERVISOR

Item: How frequently were you visited by your college supervisor during your student teaching?

GROUP	NEVER	ONCE	TWO OR THREE TIMES	FOUR OR FIVE TIMES	SIX OR MORE TIMES
NORMAL	0%	0%	36%	62%	2%
JOLIET	0%	3%	46%	28%	24%

* Significant $x^2 = 23.6$, $p < .01$

One hundred per cent of the Normal graduates reported they were visited by their college supervisor two to six times during their student teaching. This compares with approximately 97% of the Joliet group reporting similar frequency. Three per cent of the Joliet group indicated they were visited only once during their student teaching. The bulk of the visitations (62%) of Normal students occurred four or five times, (36%) reported they were visited two or three times and (2%) were visited six or more times. Forty-six per cent of the Joliet group indicated they were visited two or three times, 28% four or five times, and 24% were visited six or more times. The glaring difference between groups appears to be the concentration of 88% of the Normal graduates reporting two to five visits compared with 54% of the Joliet group. The candidates reporting six or more visits by their college supervisor during student teaching is noteworthy. Twenty-four per cent of the Joliet group compared with two per cent of the Normal said they were visited six or more times.

This information alone raises more questions than it answers. Did certain candidates need more help and supervision than others? Were the visits perfunctory? What was the significance of the visitations? What was the length of the visitations in terms of minutes? Hours?

thin ...ld ... ...er, an ... line ...
...ers ...tude... ... not pl... ...ex...rien...
...o f... ...r t... ...nois St... ...rsity c...lleg...
...ar ...ide... ...i... teachin... ...ters fr...quently.

...her ...te... ...a lt... ...ency and len... ...visit...tions
... 44 ...nd ...). ... ...s on both ... ...nded t... ...e
...ntical f... ... ...ifty-eight... ...t of the Normal
c... ...ith 60% ... ...spondents ten... ...think their
... ...upervisor ...is ...quently en... ...a long
... ...ratio... t... ...ak ... appraisal ...tion) of their
... ...bility w...le ... ...aing. Six...-... ...r cent of
... ...l group ...d s... ...r cent of th... ...group tended
that the ...co... ...sor spent ...t... ...t time during
... ...tio... to ...ain ... ...ding of th... s... ...situation.

No ...iffe...nce was ob... ...ween groups r...ponding to the
...tio... of de...ree of hel... ...s ...f the college supervisor. Seventy
...cent of th... Normal a... ... ...our per cent of th... Joliet
...spondents in...icated th... ... supervisor was h... ...ful to
...remely helpful.

How available was th... ...ol...e... supervisor to the student teacher
...luding the ...rmal obse...t... ...sitation? The gro... responded
...his question and the... ... ...are presented in T...le XXIII.

TABLE XXIII: COLL... ...E... ...OR AND STUDENT TEACHER CONTACTS BESI... ...H. ...ORMAL OBSERVATION/VISITATION

Item: Did y... ...contacts beside the formal observation visi... ...with your college supervisor?

GROUP	NEVER	HARDLY EVER	OCCASIONALLY	FREQUENTLY	VERY FREQUENTLY
NORMAL	49%	25%	13%	13%	0%
JOLIET	2%	3%	18%	43%	35%

* Significant $x^2 = 77.9$, $p <$

...ive per cent of the Jol... ...roup compared with forty-nine
per ...nt of the Normal group re...ed no contact wit... their colleg...
supervisor bey... the formal obse...ation/visitation. ... the other
hand, 78% of th... Normal group a... ...% of the Joliet g...up ...cated
frequent to ver... frequent cont... ...A... ...n difference ... ...
design is note... Joliet s... dent... ...lved in week... ...dent
teaching semin... and meth... ...s while this was not always the
case w...th the ...ular campus ... ...rogram participants.

Was there [illegible] fference in anxi[illegible] [illegible]en [illegible] while they were being [illegible]served by their [illegible]sor? [illegible]ntly not as no statis[illegible]al difference [illegible] The Normal grou[illegible] 53[illegible]) reported [illegible] or [illegible] appre-hensive compar[illegible] (39%) of their [illegible] [illegible]arts.

Both gr[illegible] ndicated they f[illegible] [illegible]lk fre[illegible] (o[illegible]en and candid) wi[illegible] their college su[illegible] the N[illegible] students compared to 79[illegible] the Joliet respon[illegible]nt[illegible] [illegible]ter 81

Regarding graduates perception [illegible] [illegible]e super[illegible] interest in their personal/professio[illegible] [illegible]ile the [illegible] student teaching the findings sugges[illegible] 85[illegible] Normal [illegible] of the Joliet participants felt there [illegible] to "dee[illegible] [illegible]est. Again, no difference was observed between [illegible] (please se[illegible] [illegible]m 82).

Was there a difference between [illegible] [illegible]ion of [illegible]e [illegible]ee of individualization provided by the [illegible] [illegible]rvisor[illegible] Tab[illegible] XXIV provides a summary of responses to th[illegible]

TABLE XXIV: DEGREE OF INDIVIDUALI[illegible] [illegible] SUPERVISION PROVIDED BY THE COLL[illegible] [illegible]E[illegible]ISOR

Item: To what degree was the supervision [illegible] your college supervisor personalized/individualized for you [illegible] a unique person and emerging teacher?

GROUP	IMPERSONAL	VERY LITTLE PERSONALIZED	[illegible]	MODERATELY PERSONALIZED	HIGHLY PERSONALIZED
NORMAL	3%	23%	[illegible]	39%	[illegible]
JOLIET	4%	7%	[illegible]	53%	3[illegible]

* Significant $x^2 = 10.9$, $p < .05$

The primary difference between groups on this item appears obvious when responses to "moderately" and "highly" personalized are collapsed. Eighty-five per cent of the Joliet contrasted with 61% of the Normal group reported they felt that the supervision provided

by the college supervisor was "moderately" to "highly" personal for them as a unique person and emerging teacher. The differe responses by groups was found to be significant. Twenty-three cent of the Normal respondents contrasted with seven per cent Joliet group felt the supervision they received was very litt personalized. When considering the combined response of both Normal and Joliet, this finding indicates that the graduates Illinois State University felt that they received a very perso and individualized type of supervision from their college supe

CONCLUSION: Most students of both groups felt their college supervisor visited them frequently enough and for a sufficient length of time to make an accurate appraisal of their teaching skills. On the average, each Joliet student was seen 3.9 times and each Normal student 3.8 times. During these visits 52.2% of the Normal group felt apprehensive to some degree while 61.2% of the Joliet group reported feeling at ease. A significantly higher percentage of Joliet students felt their college supervisor was moderately or highly personalized. Approximately three-quarters of each group felt they could be somewhat candid to extremely candid with their college supervisor and over 83% of each group thought their supervisor demonstrated some to deep interest in their personal-professional growth while student teaching.

C. PUBLIC SCHOOL SUPERVISION

This category was designed to determine graduates' perceptio while student teaching of two public school supervisory agents (building principals and supervising teachers). In addition, seve items related to the frequency and nature of supervision provided during their first year of teaching by their building principal.

The questions to graduates regarding their supervising teache fell into two areas, first, the inter-personal relationship and, second, the professional relationship. Items dealing with inter-personal relationships between student teacher and supervising teache (items 73 and 83) failed to yield significant differences between the Normal and Joliet groups. However, the similarity of responses is worthy of comment.

Both groups expressed almost unanimous (90%) agreement that their supervising teacher demonstrated a genuine interest in them. When queried about the degree of compatibility that the student teacher shared with the supervising teacher regarding such things as a

losophy of education and ... of disciplin... ... ority (80 plus per cent) ... groups freque... ... reed with their supervisin... ...cher.

Both groups were uncert...n ... their supervis... ... engaged ... professional reading duri... the time they we... ... student teach in their classroom. A majority (...4%) of bo... ...icated their supervising teacher(s) engaged in profess... ..., such as curriculum development, with other staff membe... ...ol durin... the time they were student teaching in their assig... ...om. Both groups tended to agree (80%) that their supervising ...her demonstrated "up to date" teaching methods in their classroom.

Graduates responded to a question which asked; to what extent did your supervising teacher engage in supervising teaching seminars or other in-service activities dealing with student teaching during the time you were teaching in their classroom? Responses to this item are reported in Table XXV.

TABLE XXV: SUPERVISING TEACHER INVOLVEMENT IN SUPERVISING TEACHER SEMINARS OR OTHER IN-SERVICE ACTIVITIES DEALING WITH STUDENT TEACHERS

GROUP	NONE	VERY LITTLE	DON'T KNOW	SOME ACTIVITY	QUITE A BIT OF ACTIVITY
NORMAL	54%	7%	20%	17%	2%
JOLIET	7%	7%	4%	28%	37%

* Significant $x^2 = 66.1$ $p < .01$

The Normal group (61%) reported their supervising teacher(s) engaged in very little activity related to supervising student teachers. The Joliet respondents (81%) indicated their supervisor(s) engaged in some to quite a bit of activity related to supervising student teachers. One tempers this finding with a comparison of the objectives of a campus-based program and a teacher education center program. A primary objective of the campus based program is to identify competent supervisors of student teachers. A teacher education center also seeks to identify a competent cadre of supervisors, but attempts to move beyond the identification and placement aspect. The Joliet Teacher Education Center provided supervisors with workshops, seminars and classes to develop supervisory skills and *continuing teacher renewal experiences*. This is based on the assumption that the *quality* of a student teaching experience for teacher candidates is directly related to the expertise of the student teacher supervisor. Teacher education centers represent a commitment to *develop* expertise of student teacher supervisors.

What ... of au... my ... rvising teac...
...nt tea... to ex...ise ... student t...
...ses a... sent... T...

TABLE ... DEG... F A... SUPERVISING TEA... PERM... D S... DE... TEACHERS TO ... WHIL... UDI... T... ING.

Ite... While ...uden t...ching I felt my su...ising t...acher perm...tte... me to

GROUP	DO NONE OF THESE	TEACH HE... WAY ONLY	T... SOME OF HE... METHODS A... SOME OF M...	TRY MOS... OF MY TEACHING METHODS	HAVE COMP... CONTROL O... INSTRUCTI... DECISIONS
NORMAL	0%	4%	42%	25...	29%
JOLIET	0%	2%	19%	35...	44%

Significant $x^2 = 10.2$, $p < .01$

A plurality of Normal respondents (42%) ind...ated their super...ing teachers permitted them to try some of their methods and some the supervising teachers' methods, while a plur...ty of the Joliet ...duates (44%) indicated they felt they had compl... control over ...structional decisions in their supervising teachers' classrooms.

CONCLUSION: Student teachers expressed ... unanimous agreement that their supervising teacher demonstrated a genuine interest in them. Both groups ...dicated a high degree of compatibility with their supervising teachers. Joliet graduates indicated their supervising teachers ...ngaged in in-service activities related to student teach...ng supervision to a significantly greater degree than those supervisors in the campus-based program. Joliet ...duates reported they experienced a significantly greater de...ree of autonomy over instructional decisions in their ...ervising teachers' classrooms than those who participated in the Normal program. Both, Normal and Joliet, groups thought their supervising teacher(s) demonstrated "up to ...ate" teaching methods in their classrooms.

Build[illegible] principals in elem[illegible] school [illegible] student teachers a[illegible] could play a key role i[illegible] to the [illegible] education. Several items in the questionnair[illegible] inc[illegible] explore if any difference existed between the [illegible] State University elementary teaching graduates perc[illegible] building principal while they were student teaching. One item dealt with frequency of principal's visits to the classroom where they were assigned to student teach[illegible]. The results are illustrated in Table XXVII.

TABLE XXVII FREQUENCY OF BUILDING PRINCIPAL VISITS TO CLASSROOMS OF STUDENT TEACHERS

Item: While student teaching the building principal

GROUP	NEVER ONCE CAME INTO MY ROOM	VISITED MY ROOM ONLY ONCE	OCCASIONALLY VISITED MY ROOM	VISITED MY ROOM FREQUENTLY	SEEMED TO BE IN MY ROOM ALL THE TIME
NORMAL	23%	26%	42%	3%	4%
JOLIET	6%	17%	57%	21%	0%

* Significant x^2 = 15[illegible] p < .01

Forty-nine per cent of the Normal group reported that their principal either never visited or visited once while they were student teaching. In contrast, 23% of the Joliet respondents indicated a similar frequency. Conversely, 78% of the Joliet group indicated their principal visited occasionally or frequently, while 45% of the Normal respondents indicated this numerical frequency.

This finding may be related to the number of student teachers assigned to a building. It is possible for a building principal to fail to notice one or perhaps two student teachers assigned to their building. It is considerably more difficult to ignore the presence of four to ten student teachers. This may represent a quarter to one-third numeric increase in the professional staff of the cluster school.

Perhaps other factors influencing the significantly higher frequency of visits by principals into classrooms of student teachers reflect the criteria for selection of cluster schools. The primary criteria in selecting schools in which to cluster student teachers is the building leadership provided by the occupant of the principal position. Evidence of this leadership include individuals who (1) know what is going on in individual classrooms of the building, (2) visit classrooms frequently, (3) analyze strengths and weaknesses of the instructional program, (4) tend to know children on a first name basis,

(5) are concerned and actively involved with in-service faculty development, and (6) exhibit positive interpersonal relationships. It is not possible to determine why Joliet principals visited classrooms more frequently. This is one more area that should be followed up by additional study.

To what degree did the building principal attempt to understand the student teacher as a person? The response of each group is presented in Table XXVIII.

TABLE XXVIII: GRADUATES PERCEPTION OF THE ATTENTION THEY RECEIVED FROM THE BUILDING PRINCIPAL WHILE THEY WERE STUDENT TEACHING

Item: While student teaching the building principal

GROUP	DID NOT ATTEMPT TO KNOW ME AS A PERSON	MADE LITTLE ATTEMPT TO GET TO KNOW ME AS A PERSON	MADE SOME ATTEMPT TO GET TO KNOW ME AS A PERSON	GOT TO KNOW ME AS A PERSON	GOT TO KNOW ME EXTREMELY WELL AS A PERSON
NORMAL	17%	17%	33%	23%	7%
JOLIET	0%	6%	37%	38%	19%

* Significant $x^2 = 22.0$, $p < .01$

Most (57%) of the Joliet group indicated the building principal got to know them as a person compared with 30% of the Normal group. On the other hand, 34% of the Normal respondents and 6% of the Joliet respondents reported the principal made little or no attempt to get to know them as a person.

What status did the building principal attach to student teachers in their buildings? Graduates' perceptions are indicated in Table XXIX.

TABLE XXIX: GRADUATES' PERCEPTION OF THE STATUS BUILDING PRINCIPALS ATTRIBUTED TO THEM AS A STUDENT TEACHER

Item: While student teaching the building principal tended to treat me as

GROUP	A NON-PERSON (AS THOUGH I DID NOT EXIST)	A COLLEGE STUDENT	JUST A STUDENT TEACHER	HAVING SOME FACULTY STATUS	A FULL FLEDGED FACULTY MEMBER
NORMAL	3%	4%	30%	46%	16%
JOLIET	0%	0%	13%	38%	47%

* Significant $x^2 = 19.1$, $p < .01$

Most of both groups reported they were accepted as having some to full fledged faculty status by their building principal. The obvious difference between groups is in degree rather than kind. Eighty-five per cent of the Joliet group contrasted with 62% of the Normal group reported the principal tended to recognize them as representing some to full faculty status. However, the Joliet student teacher was more likely to be recognized as a full fledged faculty member while the Normal student teacher received some faculty status. Thirty-seven per cent of the Normal respondents and 13% of the Joliet group indicated the principal tended to treat them with less than faculty status.

Another item further explored the respondents' perception of the status they were accorded by the building principal while they student taught. This data is depicted in Table XXX.

TABLE XXX: GRADUATES PERCEPTION OF THEIR INSTRUCTIONAL CONTRIBUTION TO THE SCHOOL AS VIEWED BY THE BUILDING PRINCIPAL

Item: While student teaching the building principal tended to treat me as

GROUP	A REAL DRAIN OR DRAG ON THE SCHOOL'S INSTRUCTIONAL PROGRAM	TAKING MORE FROM THE SCHOOL'S INSTRUCTIONAL PROGRAM THAN GIVING	MAKING NO DIFFERENCE TO THE SCHOOL'S INSTRUCTIONAL PROGRAM	SOMEWHAT HELPFUL TO TO THE SCHOOL'S INSTRUCTIONAL PROGRAM	MAKING A VITAL CONTRIBUTION TO THE INSTRUCTIONAL PROGRAM
NORMAL	0%	4%	39%	42%	10%
JOLIET	0%	0%	6%	32%	60%

* Significant $x^2 = 44.9$, $p < .01$

Most Joliet respondents (60%) indicated their building principal treated them as making a vital contribution to the school's instructional program while most (42%) of the Normal group reported their principal indicated they were somewhat helpful to the school's instructional program. In collapsing the groups response to the last two categories 92% of the Joliet group compared with 52% of the Normal group indicated their building principal tended to treat them as somewhat helpful or making a vital contribution to the school's instructional program.

CONCLUSION: Joliet student teachers were visited by their building principal significantly more frequently than were Normal student teachers and were able to develop a much more personal relationship with their principal. Building principals for the Joliet group tended to treat student teachers as full-fledged faculty members making a vital contribution to the school's instructional program. In contrast, building principals for the Normal student tended to treat student teachers as being something less than faculty members and as contributing to the school's instructional program in an important but non-vital fashion.

A majority of both groups reported they were visited informally by their building principal three or more times during their first year of teaching. A plurality of both groups tended to think that

the visits by their building principal were frequent enough and of long enough duration for principals to accurately evaluate their teaching ability. A majority (51%) of the Joliet group and a plurality (45%) of the Normal respondents reported that the supervising principal during their first year of teaching encouraged them to try new teaching approaches.

H. EXTRA CLASSROOM ACTIVITIES

Many people think of student teaching in the narrow context of what happens between children, student teacher, and supervising teacher in a classroom. However, there is a tremendous range of professionally related activities in the process of developing a teacher. These peripheral activities frequently have a direct bearing on the quality of instruction between child and teacher. This section attempted to sample this range of professionally related activities. There were items related to attendance at school board meetings, parent teacher meetings, awareness of problems in the school community and involvement in the community, and so on.

Student teachers are frequently involved in teaching, clerical and administrative duties in the school in addition to their classroom responsibility that could effect the instructional program of the building. What difference, if any, existed between groups on this criterion? The response is reported in Table XXXI.

TABLE XXXI: GRADUATES PERCEPTION OF THEIR IMPACT UPON THE INSTRUCTIONAL PROGRAM OF THE BUILDING

Item: During student teaching what impact do you feel you had upon the instructional program of the building to which you were assigned?

GROUP	NO IMPACT	LITTLE IMPACT	DON'T KNOW	SOME IMPACT	GREAT IMPACT
NORMAL	22%	26%	22%	28%	3%
JOLIET	2%	12%	27%	53%	7%

* Significant $x^2 = 22.8$, $p < .01$

Sixty per cent of the Joliet group felt they had some to great impact on the instructional program of the building compared with 31% for the Normal group. Forty-eight per cent of the Normal respondents

and 14% of the Joliet group felt they had little or no impact on the instructional program of the school. Joliet students were provided with three weeks of mini-teaching and individual tutor sessions lasting many weeks. This may partially account for this observed statistically significant difference.

Item 25 asked respondents how many hours they spend doing volunteer work in the community where they were assigned for student teaching (youth groups, boy's club, church work, recreational groups, etc.) Forty per cent of the Joliet group compared with 14% of the Normal group indicated they spent one to more than thirty hours in volunteer work in the community. This finding was significant at the .01 level.

To what degree did the study sample develop an awareness of community problems while student teaching? The majority of both groups indicated they were aware of community problems. Of the Joliet group, 88% indicated an awareness and 12% indicated they were unaware of problems compared with 72% and 28%, respectively, for the Normal group. The difference between groups was significant at the .01 level.

It is one thing to be aware of and another to become involved in the community in which one resides. Both groups responded to an item which asked what degree they became involved in community related activities (other than P.T.A. or like activities) while student teaching. Again a statistically significant difference at the .01 level was observed between groups. Seventy-eight percent of the regular student teaching program respondents and 38% of the Joliet group indicated they were not involved. Sixty-two per cent and twenty-two per cent, for the Joliet and the Normal groups, reported they were involved in community related activities.

A significantly greater number of Joliet students reported they were involved in curriculum planning while student teaching than their Normal counterparts. Respondents were queried about school administrators' roles (central office, superintendents, assistant superintendents, principal). They were asked if they were introduced to these roles and if they had involvement and interaction with these administrators. A significantly greater number (93% to 63%) of Joliet respondents than the Normal group indicated they had been introduced to and were involved and interacted with middle and top level school administrators.

A difference between groups was observed on the degree of awareness of financing public schools. Sixty-six per cent of the Joliet group indicated an adequate awareness of public school financing. This compares with 24% for the Normal group. The difference was significant at the .01 level.

No difference was observed between groups on parent-teacher conference participation. The majority of both groups participated in one or more parent-teacher conference.

More Normal students than Joliet students were involved in special education referral requests, hearing, and related meetings. The difference was significant at the .05 level of confidence. Seventy-seven per cent to 68%, for the Normal and Joliet groups respectively, participated in one to seven or more special education referral procedures.

Asked about attendance at school board of education meetings 90% of the Normal group did not attend during their student teaching experience. This compares with 96% of the Joliet group reporting that they had attended one or more meetings of the board of education. This difference was significant at the .01 level.

A greater number of Joliet students reported they attended a larger percentage of Parent-Teacher Association meetings than their Normal peers while student teaching. Forty-eight per cent of the Normal group indicated they never attended a P.T.A. meeting while student teaching. Eighty-five per cent of Joliet students attended 25 to 100% of all P.T.A. meetings.

CONCLUSION: Generally, Joliet students became more intimately involved with the total school system than did Normal students. Significant differences between the two groups were noted in the following areas: (1) introduction to the roles played by various school administrators; (2) awareness of school financing; (3) attendance at board of education meetings; (4) involvement with curriculum planning; (5) attendance at P.T.A. (P.T.O.) meetings; (6) participation in special education referrals, staffings, hearings or related meetings. In each of the first five areas, Joliet students were superior to the Normal students in the amount of information or experience they received. Only in participation in special education referrals did Normal students demonstrate a significantly higher degree of participation. The two groups were approximately equal in the number of parent-teacher conferences in which they took part.

I. TIME COMMITMENTS

Items in this category were designed to sample the number of hours per week spent student teaching and inquiring about participants perception of the length of the student teaching experience. Table XXXII contains data related to the number of hours per week student teachers spent actually teaching children in their assigned classroom.

TABLE XXXII: HOURS PER WEEK SPENT TEACHING IN ASSIGNED CLASSROOM BY THE STUDENT TEACHER

Item: While student teaching how many hours per week on the average did you actually teach children in your assigned classroom?

GROUP	ONE TO FIVE HOURS	SIX TO TEN HOURS	ELEVEN TO FIFTEEN HOURS	SIXTEEN TO TWENTY HOURS	MORE THAN TWENTY HOURS
NORMAL	4%	10%	17%	41%	28%
JOLIET	0%	6%	13%	46%	35%

No significant difference was noted between groups on the number of hours per week spent actually teaching children. The majority of both groups reported they spent sixteen hours or more teaching children, 69% for the Normal group and 81% for the Joliet group.

Graduates response regarding the length of the student teaching experience is presented in Table XXXIII.

TABLE XXXIII: PARTICIPANTS JUDGMENT CONCERNING THE LENGTH OF TIME STUDENT TEACHING

GROUP	MUCH TOO SHORT	TOO SHORT	ABOUT RIGHT	TOO LONG	MUCH TOO LONG
NORMAL	9%	26%	61%	3%	2%
JOLIET	0%	6%	84%	10%	0%

* Significant $x^2 = 18.1, p < .01$

The majority of both groups indicated they thought the length of time spent student teaching was about right. Five per cent of the Normal group and 10% of the Joliet repondents thought the experience was too long. A large number (35%) of the Normal group compared with 6% of

the Joliet group felt the experience was not long enough. There seems to be no magic about a 9 week or 18 week experience. Either is an arbitrary length of time. Apparently some candidates readiness requires greater or lesser amounts of time acquiring teaching experience.

Both groups were asked if they felt the length of time student teaching should have been longer or shorter. The results are summarized in Table XXXIV.

TABLE XXXIV: PARTICIPANTS DESIRE REGARDING THE LENGTH OF TIME STUDENT TEACHING

Item: Should the length of time for student teaching have been

GROUP	MUCH SHORTER	A LITTLE SHORTER	ABOUT RIGHT	A LITTLE LONGER	MUCH LONGER
NORMAL	2%	6%	54%	26%	13%
JOLIET	0%	12%	77%	9%	3%

* Significant $x^2 = 13.3$, $p < .01$

Again the majority of both groups agreed that the length of time related to *their* student teaching experience was about right. However, 39% of the Normal group and 12% of the Joliet group indicated that the student teaching experience *should be longer*.

CONCLUSION: Both groups appeared to spend a similar number of hours per week actually teaching children in their assigned classroom. The majority of both groups taught sixteen hours per week or more. While the majority of both groups felt the length of time spent student teaching was about right, greater satisfaction was noted among the Joliet respondents than graduates of the Normal program. One-third of the nine week regular student teaching program participants reported their student teaching period was too short and should be longer.

J. OVERALL EVALUATION OF STUDENT TEACHING

This category sampled; record keeping, demands placed on performance, amount of work expected, the realism, applicability, and helpfulness of student teaching, actual teaching encounters at a variety of grade levels, and finally would you recommend a similar experience to friends. There were nine items in this category.

Both groups were nearly evenly divided on the reasonable or unreasonable amount of record keeping and clerical work they performed while student teaching. Half of both groups thought the tasks reasonable and half thought them unreasonable.

In excess of 70% of both groups felt the demands placed upon their performance by college and public school personnel while they were student teaching was about right. No difference between groups was noted.

Graduates were asked to assess the amount of work they were expected to perform while student teaching. Their responses are presented in Table XXXV.

TABLE XXXV: GRADUATES ASSESSMENT OF THE AMOUNT OF WORK EXPECTED WHILE STUDENT TEACHING

Item: In assessing the amount of work I was expected to do while student teaching

GROUP	EXTREMELY EXCESSIVE	EXCESSIVE	ABOUT RIGHT	NOT VERY DEMANDING	INCREDIBLY LIGHT
NORMAL	4%	15%	73%	7%	2%
JOLIET	6%	41%	43%	10%	0%

* Significant $x^2 = 13.6$, $p < .01$

A majority (73%) of the Normal group and a plurality of the Joliet group (43%) indicated the work load was about right. The obvious difference is weighted in the direction of excess. Nearly half (47%) of the Joliet group felt they were expected to perform an excessive amount of work while student teaching compared with 19% of the Normal group holding a similar opinion.

Was the student teaching experience realistic? Responses are reported in Table XXXVI.

TABLE XXXVI: GRADUATES RATING OF [illegible]REALISTIC NATURE OF THEIR STUDENT TEACH[illegible]G EXPERIENCE

Item: How would you rate your student teaching experience?

GROUP	TOTALLY UNREALISTIC	UNREALISTIC	REALISTIC	VERY REALISTIC	EXTREMELY REALISTIC
NORMAL	0%	12%	29%	3[illegible]	25%
JOLIET	0%	4%	2[illegible]	[illegible]	46%

No significant difference between groups was observed. The Joliet group (46%) tended to rate their student teaching experience as extremely realistic compared with one quarter of the Normal group indicating a like response. An overwhelming majority (92%) of both groups indicate their student teaching experience was realistic, very realistic, or extremely realistic.

Did Illinois State University elementary teacher graduates note any applicability between their student teaching experience and their first year of actual teaching? Both groups indicated a positive response. The results are reported in Table XXXVII.

TABLE XXXVII: GRADUATES RATING OF THE APPLICABILITY OF THE STUDENT TEACHING EXPERIENCE TO THEIR ACTUAL TEACHING EXPERIENCE.

Item: How would you rate your student teaching experience?

GROUP	NOT APPLICABLE TO MY CURRENT TEACHING ASSIGNMENT	LITTLE APPLICABILITY TO CURRENT TEACHING ASSIGNMENT	DON'T REALLY KNOW	SOMEWHAT APPLICABLE TO TEACHING ASSIGNMENT	EXTREMELY APPLICABLE TO CURRENT TEACHING ASSIGNMENT
NORMAL	8%	13%	9%	40%	26%
JOLIET	0%	9%	2%	38%	46%

* Significant $x^2 = 9.7$, $p < .01$

The majority of both groups (Normal 66% - Joliet 84%) indicated their student teaching experience was somewhat to extremely applicable to their current teaching assignment. There were 20% in the Normal group and 9% in the Joliet group who reported that there was little or no applicability of what they did while they student taught to what they were doing during their first year of teaching. The most observable difference between responses of the group appeared in the degree of applicability. Forty-six per cent of the Joliet group contrasted with twenty-six per cent of the Normal group felt their student teaching experience was extremely applicable to their teaching assignment.

Would it have been helpful while student teaching to acquire teaching experience at multiple grade levels? The response to this item appears in Table XXXVIII:

TABLE XXXVIII: GRADUATES RESPONSE TO ACQUIRING TEACHING EXPERIENCE AT VARIOUS GRADE LEVELS WHILE STUDENT TEACHING

Item: While student teaching would it have been helpful to have had teaching contacts at a variety of grade levels?

GROUP	ABSOLUTELY NO VALUE	OF DUBIOUS VALUE	DON'T REALLY KNOW	SOMEWHAT HELPFUL	EXTREMELY HELPFUL
NORMAL	3%	4%	10%	44%	39%
JOLIET	0%	0%	10%	21%	69%

* Significant $x^2 = 12.5$, $p < .01$

Most (86%)of both groups indicated it would have been somewhat or extremely helpful to have had teaching contacts at a variety of grade levels. In terms of degree, 69% of the Joliet group compared with 39% of the Normal group felt it would have been extremely helpful to have taught at various grade levels while student teaching.

How many *actual* teaching encounters with pupils at various grade levels did each group experience? The response is presented in Table XXXIX.

TABLE XXXIX: ACTUAL TEACHING EXPERIENCE AT VARIOUS GRADE LEVELS GRADUATES RECEIVED WHILE STUDENT TEACHING

Item: While student teaching how many actual teaching encounters (i.e., substitute teaching, mini-micro lessons, etc.) did you experience with pupils at various grade levels?

GROUP	ONLY ONE LEVEL	TWO GRADE LEVELS	THREE GRADE LEVELS	FOUR GRADE LEVELS	MORE THAN FOUR GRADE LEVELS
NORMAL	70%	15%	12%	[illegible]	[illegible]
JOLIET	0%	0%	9%	[illegible]	[illegible]

* Significant $x^2 = 111.8$, $p < .01$

This item generated the second largest chi square value of any item contained in the questionnaire. The response of the two groups was decidedly different. Seventy per cent of the Normal group indicated they obtained teaching experience at one grade level while student teaching. All (100%) of the Joliet group reported they taught children in three or more different grade levels. The vast majority (87%) of the Joilet respondents said they taught at more than four different grades when they were student teaching.

Would the graduates recommend to friends accepting the same student teaching assignment in the same school with the same supervising teacher? The answer is summarized in Table XL.

TABLE XL: GRADUATES RECOMMENDATIONS TO ACCEPT THE SAME STUDENT TEACHING ASSIGNMENT TO A FRIEND

Item: What recommendation would you give your friends about accepting a student teaching assignment in the same school with the same supervising teacher (or in the same project)?

GROUP	REJECT THE ASSIGNMENT	TRY FOR A DIFFERENT ASSIGNMENT	BE NEUTRAL	ACCEPT	ACCEPT WITH ENTHUSIASM
NORMAL	3%	15%	9%	10%	55%
JOLIET	3%	9%	12%	18%	59%

No significant difference was observed between groups on this item. Both groups (64% Normal - 77% Joliet) would recommend a similar student teaching experience to a friend.

CONCLUSION: Both groups thought the demands placed on their performance by college and public school personnel while they were student teaching were reasonable. Nearly half of those in the Joliet group felt they were expected to perform an excessive amount of work while student teaching but the Normal group felt the work load was about right. Both groups overwhelmingly indicated their student teaching experience was realistic, very realistic, or extremely realistic. The majority of both groups said their student teaching experience was somewhat to extremely applicable to their current teaching assignment but a significantly larger number from the Joliet program indicated the experience was extremely applicable to their current teaching assignment. Both groups felt they should have been exposed to children at a variety of grade levels while they were student teaching. All (100%) respondents in the Joliet group reported they had acquired some teaching experience at three or more different grade levels while student teaching compared with most of the Normal group receiving a single grade level experience. Most of both groups would highly recommend a similar student teaching experience for a friend.

K. COMMITMENT TO TEACHING

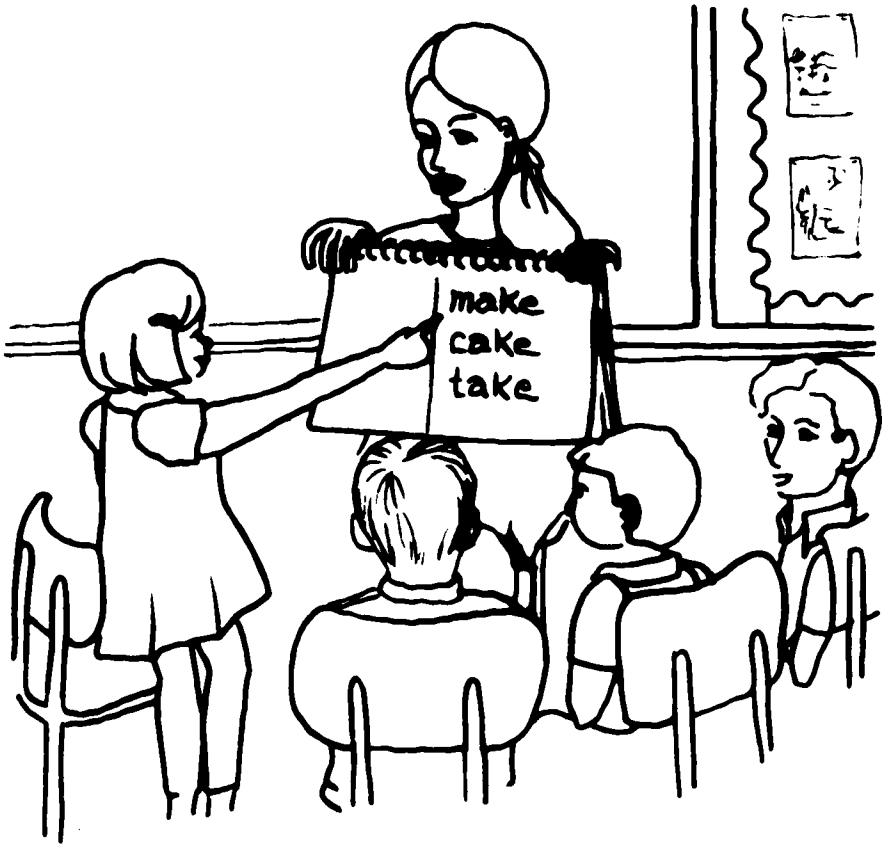
Six items were designed to sample the area of individual commitment to teaching. There was no evidence to suggest that difference in commitment to teaching existed between the Normal and Joliet groups.

One item asked; if you could go back to your college days and *START OVER AGAIN;* in view of your present knowledge, would you become a teacher? Over 83% of both groups indicated they probably or certainly would. Eight per cent of both groups indicated they probably would not become a teacher again while 7% of both groups indicated chances would be about even. Group responses on this item were practically identical.

There is probably a very loose correlation between a work ethic and a commitment to teaching. However, the respondents were asked if they were working harder, at their current teaching assignment, than when they were student teaching. Over 67% of both groups tended to agree that they were working harder teaching than when they student taught. Twenty-two per cent indicated there was no difference and 11% of both groups tended to disagree indicating they were not working harder teaching than they did when they did their student teaching.

Items 105 through 108 followed a similar format. The intent was to determine if there was a shift in the degree of commitment before, during, or after student teaching and then after 7 to 12 months of actual teaching. No dramatic shift in commitment was noted. The responses of both groups over this series of items was remarkably stable. All responses tended in a very positive direction. Both groups indicated they were pretty certain or definitely sure they wanted to teach and that they would continue teaching.

CONCLUSION: Over 83% of both groups indicated if they had the opportunity to start all over again they would become a teacher. A majority of both groups reported they were working harder as a teacher than they did when they were student teaching. More than 86% of both groups indicated they would certainly continue in teaching.



QUESTIONNAIRE

ELEMENTARY TEACHER EDUCATION GRADUATES

ILLINOIS STATE UNIVERSITY

1970-71 School Year

		Normal	Joliet
1.)	While student teaching at Illinois State University were you receiving financial support from the State of Illinois?		
	1. Yes	45%	65%
	2. No	55%	35%
	Not collapsed		
	*Significant $x^2 = 5.4$, $p < .05$		
2.)	While student teaching at Illinois State University were you receiving financial support from the United States Federal Government?		
	1. Yes	12%	12%
	2. No	88%	88%
	Not collapsed		
	$x^2 = 0.0$, $p > .05$		
3.)	While student teaching at Illinois State University what (approximate) percentage of your expenses were supported by Illinois State Teacher Scholarship funds?		
	1. None	42%	31%
	2. 30% or less	48%	43%
	3. 31 to 60%	10%	21%
	4. 61 to 89%	0%	4%
	5. 90% or more	0%	2%
	Collapsed: 1/2/345		
	*Significant $x^2 = 6.3$, $p < .05$		
4.)	What was your all-college grade point average at graduation?		
	1. Below 2.0	0%	0%
	2. 2.01 - 2.50	12%	2%
	3. 2.51 - 3.00	46%	43%
	4. 3.01 - 3.50	33%	41%
	5. 3.51 - 4.00	9%	13%
	Collapsed: 123/4/5		
	x^2 2.5, $p > .05$		

		Normal	Joliet
5.)	I am planning to continue to "keep up to date" professionally by pursuing additional course work at some university or college		
	1. Don't feel it necessary	0%	0%
	2. No definite plans	9%	3%
	3. I might	7%	9%
	4. Planning to do so	41%	47%
	5. Definitely	44%	41%
	Collapsed: 123/4/5		
	$x^2 = 0.8$, $p > .05$		
6.)	I have earned (include those currently enrolled in) the following university credit beyond the bachelor's degree		
	1. No credit	65%	71%
	2. 3 hrs. or less cr.	20%	19%
	3. 4 to 12 hrs. cr.	12%	10%
	4. 13 to 20 hrs. cr	3%	0%
	5. 21 or more hrs. cr.	0%	0%
	Collapsed: 1/2/345		
	$x^2 = 0.7$, $p > .05$		
7.)	I am currently		
	1. teaching full time	73%	90%
	2. teaching part time	4%	0%
	3. employed as a substitute teacher	12%	3%
	4. not teaching, but otherwise employed	7%	2%
	5. unemployed	5%	6%
	Collapsed: 1/2345		
	*Significant $x^2 = 5.6$, $p < .05$		
8.)	How would you characterize your *student teaching* building assignment(s)?		
	1. Urban	36%	72%
	2. Suburban	49%	28%
	3. Rural	15%	0%
	Not collapsed		
	*Significant $x^2 = 22.0$ $p < .01$		
9.)	How would you characterize your *student teaching* building assignment(s)? (type of school)		
	1. "all black"	0%	13%
	2. "integrated"	39%	62%
	3. "all white"	61%	25%
	Collapsed: 12/3		
	*Significant $x^2 = 17.9$, $p < .01$		

		Normal	Joliet
10.)	How would you characterize your current teaching assignment(s)?		
	1. Urban	17%	29%
	2. Suburban	38%	37%
	3. Rural	33%	27%
	Not collapsed $x^2 = 2.6$, $p > .05$		
11.)	How would you characterize your current teaching assignment(s)? (type of school)		
	1. "all black"	2%	6%
	2. "integrated"	25%	24%
	3. "all white"	64%	62%
	Not collapsed $x^2 = 0.2$, $p > .05$		
12.)	Describe the grade level(s) at which you *student taught*.		
	1. Kindergarten		
	2. First		
	3. Second		
	4. Third		
	5. Fourth		
13.)	Describe the grade level(s) at which you *student taught*.		
	1. Fifth		
	2. Sixth		
	3. Seventh		
	4. Eighth		
	5. Other		
14.)	If currently teaching, please indicate the grade level(s) of your *current teaching assignment*.		
	1. Kindergarten		
	2. First		
	3. Second		
	4. Third		
	5. Fourth		
15.)	If currently teaching, please indicate the grade level(s) of your *current teaching assignment*.		
	1. Fifth		
	2. Sixth		
	3. Seventh		
	4. Eighth		
	5. Other		

This data is summarized earlier in this report.

		Normal	Joliet
16.)	Population of city or town in which you *student taught.*		
	1. 5,000 and under	10	2
	2. 5,001 - 10,000	9	0
	3. 10,001 - 25,000	40	6
	4. 25,001 - 50,000	19	16
	5. 50,001 and above	22	82
	Collapsed: 12/3/4/5		
	*Significant $x^2 = 61.1$, $p < .01$		
17.)	Population of city or town in which you are *currently teaching.*		
	1. 5,000 and under	30%	28
	2. 5,001 - 10,000	10%	6%
	3. 10,001 - 25,000	23%	10%
	4. 25,001 - 50,000	16%	24%
	5. 50,001 and above	10%	25%
	Not collapsed		
	*Significant $x^2 = 9.5$, $p < .05$		
18.)	Which of the following provided greatest assistance in your obtaining your *current teaching position?*		
	1. School principal or supervising teacher	16%	21%
	2. Other student teacher or friend	20%	12%
	3. College supervisor	0%	6%
	4. University Placement Bureau	13%	12%
	5. None of the above	36%	43%
	Collapsed: 1/2/34/5		
	$x^2 = 2.6$, $p > .05$		

The next [illegible] items refer to the period of [illegible] experience.

Supervising Teacher: The teacher in the public school who [illegible] for directing the experience of the student teacher.

College Teacher: The person from the university who [illegible] teachers periodically during student teaching.

		Normal	Joliet
19.)	In your judgment was the length of your student teaching experience		
	1. much too short	9%	0%
	2. too short	26%	6%
	3. about right	61%	84%
	4. too long	3%	10%
	5. much too long	2%	0%
	Collapsed: 12/3/4/5		
	*Significant $x^2 = 16.1$, $p < .01$		

		Normal	Joliet
20.)	Should the length of time for student teaching have been		
	1. much shorter	2%	0
	2. a little shorter	6	12%
	3. about right	54%	77%
	4. a little longer	26%	9%
	5. much longer	13%	3%
	Collapsed: 12/3/4/5		
	*Significant $x^2 = 13.3$, $p < .01$		
21.)	To what degree did you feel you could talk freely with your college supervisor?		
	1. Very guarded in what I said	3%	9%
	2. Not very free- somewhat guarded	3%	3%
	3. We talked superficially neither guarded nor open	20%	10%
	4. Fairly open/candid	44%	41%
	5. Extremely candid/open in what I said	30%	37%
	Collapsed: 12/3/4/5		
	$x^2 = 4.1$, $p > .05$		
22.)	What recommendation would you give your friends about accepting a student teaching assignment in the same school with the same supervising teacher (or in the same project)?		
	1. Reject the assignment	3%	3%
	2. Try for a different assignment	15%	9%
	3. Be neutral	9%	12%
	4. Accept	19%	18%
	5. Accept with enthusiasm	55%	59%
	Collapsed: 12/3/4/5		
	$x^2 = 1.2$, $p > .05$		
23.)	During student teaching what impact do you feel you had upon the instructional program of the building to which you were assigned?		
	1. No impact	22%	2%
	2. Little impact	26%	12%
	3. Don't know	22%	27%
	4. Some impact	28%	53%
	5. Great impact	3%	7%
	Collapsed: 1/2/3/45		
	*Significant $x^2 = 22.8$, $p < .01$		

		Normal	Joliet
24.)	Should there be earlier and longer exposure to children as a part of the teacher preparation experience at Illinois State University?		
	1. Disagree	0%	2%
	2. Tend to disagree	2%	0%
	3. No opinion	2%	2%
	4. Strongly favor	33%	15%
	5. Absolutely	64%	82%
	Collapsed: 1234/5		
	*Significant $x^2 = 6.0$, $p < .05$		
25.)	How many hours do you estimate you spent doing volunteer work in the community where you were assigned for student teaching (youth groups, boys' club, church work, recreational groups, etc.) during your student teaching period?		
	1. None	87%	59%
	2. One to five hours	9%	16%
	3. Six to fifteen hours	3%	10%
	4. Sixteen to 30 hours	0%	4%
	5. More than 30 hours	2%	10%
	Collapsed: 1/2/345		
	*Significant $x^2 = 15.2$, $0 < .01$		
26.)	How frequently were you visited by your college supervisor during your student teaching?		
	1. Never	0%	0%
	2. Once	0%	3%
	3. Two or three times	36%	46%
	4. Four or five times	62%	28%
	5. Six or more times	2%	24%
	Collapsed: 123/4/5		
	*Significant $x^2 = 23.6$, $p < .01$		
27.)	To what degree was your college supervisor helpful?		
	1. Not at all helpful	2%	4%
	2. Not very helpful	28%	12%
	3. Helpful	30%	31%
	4. Very helpful	20%	34%
	5. Extremely helpful	20%	19%
	Collapsed: 12/3/4/5		
	$x^2 = 4.8$, $p > .05$		

		Normal	Joliet
28.)	To what extent did you experience difficulty during your student teaching?		
	1. Very frequently	3%	4%
	2. Frequently	9%	16%
	3. Occasionally	36%	50%
	4. Seldom	46%	28%
	5. Never	6%	2%
	Collapsed: 12/3/45		
	*Significant $x^2 = 7.5$, $p < .05$		
29.)	If/or when you experienced difficulty to what degree did you feel you received the help you needed?		
	1. Never	2%	2%
	2. Hardley ever	4%	6%
	3. Occasionally	12%	15%
	4. Frequently	29%	38%
	5. Always	52%	40%
	Collapsed: 123/4/5		
	$x^2 = 2.4$, $p > .05$		
30.)	Who would you turn to *most* when you needed help?		
	1. Other student teacher(s)	7%	43%
	2. Supervising teacher	74%	40%
	3. College supervisor	6%	12%
	4. Building principal	0%	4%
	5. Someone else	12%	2%
	Collapsed: 1/2/3/45		
	*Significant $x^2 = 26.9$, $p < .01$		
31.)	Did you have contacts beside the *formal* observation/ visitation with your *college supervisor*?		
	1. Never	49%	2%
	2. Hardley ever	25%	3%
	3. Occasionally	13%	18%
	4. Frequently	13%	43%
	5. Very frequently	0%	35%
	Not collapsed		
	*Significant $x^2 = 77.9$, $p < .01$		
32.)	To what degree was the supervision from you *college supervisor* personalized/individualized for you as a unique person and emerging teacher?		
	1. Impersonal	3%	4%
	2. Very little personalized	23%	7%
	3. Don't know	13%	3%
	4. Moderately personalized	39%	53%
	5. Highly personalized	22%	32%
	Collapsed: 12/3/4/5		
	*Significant $x^2 = 10.9$, $p < .05$		

		Normal	Joliet
33.)	How would you rate your student teaching experience?		
	1. Not helpful	3%	0%
	2. Of little help	6%	2%
	3. Moderately helpful	16%	12%
	4. Very helpful	33%	21%
	5. Extremely helpful	42%	66%
	Collapsed: 123/4/5		
	*Significant $x^2 = 8.1$, $p < .05$		
34.)	How would you rate your student teaching experience?		
	1. Totally unrealistic	0%	0%
	2. Unrealistic	12%	4%
	3. Realistic	29%	24%
	4. Very realistic	35%	27%
	5. Extremely realistic	25%	46%
	Collapsed: 12/3/4/5		
	$x^2 = 7.7$, $p > .05$		
35.)	How would you rate your student teaching experience?		
	1. Not applicable to my current teaching assignment	7%	0%
	2. Little applicability to current teaching assignment	13%	9%
	3. Don't really know	9%	2%
	4. Somewhat applicable to teaching assignment	40%	38%
	5. Extremely applicable to current teaching assignment	26%	46%
	Collapsed: 123/4/5		
	*Significant $x^2 = 9.8$, $p < .01$		
36.)	While student teaching how many hours per week *on the average* did you actually teach children in your assigned classroom?		
	1. One to five hours	4%	0%
	2. Six to ten hours	10%	6%
	3. Eleven to fifteen hours	17%	13%
	4. Sixteen to twenty hours	41%	46%
	5. More than twenty hours	28%	35%
	Collapsed: 12/3/4/5		
	$x^2 = 3.7$, $p > .05$		
37.)	To what extent did your supervising teacher engage in professional reading during the time you were teaching his assigned classes?		
	1. None	16%	9%
	2. Very little reading	6%	9%
	3. Don't know	52%	41%
	4. Some reading	13%	21%
	5. Quite a bit of reading	13%	21%
	Not collapsed		
	$x^2 = 5.0$, $p > .05$		

		Normal	Joliet
38.)	How many other student teachers were assigned to the building in which you student taught?		
	1. None	29%	0%
	2. One other	44%	0%
	3. Two others	16%	3%
	4. Three others	9%	28%
	5. Four or more	3%	69%
	Not collapsed		
	*Significant $x^2 = 104.3$, $p < .01$		
39.)	In your judgment would it have been helpful to have been clustered (two or more student teachers placed in one building) during your student teaching assignment?		
	1. Not at all helpful	6%	0%
	2. Not very helpful	7%	0%
	3. No difference	30%	0%
	4. Very helpful	41%	21%
	5. Extremely helpful	15%	79%
	Collapsed: 123/4/5		
	*Significant $x^2 = 64.0$, $p < .01$		
40.)	To what extent did your supervising teacher engage in professional activities (i.e., curriculum development) with other staff members of the school(s) during the time you were teaching his assigned classes?		
	1. None	6%	6%
	2. Very little	9%	12%
	3. Don't know	23%	16%
	4. Some activity	29%	35%
	5. Quite a bit	33%	31%
	Collapsed 12/3/4/5		
	$x^2 = 1.6$, $p > .05$		
41.)	While student teaching what impact do you feel you had upon the instructional program of the *classroom* to which you were assigned?		
	1. No impact	2%	0%
	2. Little impact	16%	10%
	3. Impact	12%	10%
	4. Some impact	59%	59%
	5. Great impact	12%	21%
	Collapsed: 12/3/4/5		
	$x^2 = 3.0$, $p > .05$		

		Normal	Joliet
42.)	What degree of control did you have over your assignment to your student teaching placement?		
	1. Absolutely no control	25%	0%
	2. Very little control	32%	3%
	3. Some control	28%	19%
	4. Much control	9%	38%
	5. High degree of control	6%	40%
	Not collapsed		
	*Significant $x^2 = 64.3$, $p < .01$		
43.)	How do you feel about the degree of control you were able to exercise over your student teaching assignment?		
	1. Extremely negative	9%	2%
	2. Negative	28%	3%
	3. Neutral	32%	10%
	4. Positive	23%	41%
	5. Extremely positive	9%	44%
	Collapsed: 12/3/4/5		
	*Significant $x^2 = 44.3$, $p < .01$		
44.)	In your judgment did your *college supervisor* visit you frequently enough and for a long enough duration to make an accurate appraisal (evaluation) of your teaching ability while student teaching?		
	1. Definitely not	15%	15%
	2. Tend to doubt it	25%	24%
	3. Don't know	3%	2%
	4. Tend to think so	41%	44%
	5. Absolutely think so	17%	16%
	Collapsed: 1/2/34/5		
	$x^2 = 0.1$, $p > .05$		
45.)	To what degree did you become *involved* with curriculum planning while student teaching?		
	1. No involvement	25%	7%
	2. Little involvement	20%	25%
	3. Don't know	4%	2%
	4. Some involvement	36%	53%
	5. High degree of involvement	15%	13%
	Collapsed: 1/23/4/5		
	* Significant x^2 8.6, $p < .05$		
46.)	My college preparation *prior* to student teaching was		
	1. all theoretical	4%	6%
	2. mostly theoretical	64%	69%
	3. blend of both	30%	19%
	4. mostly practical	2%	4%
	5. all practical	0%	2%
	Collapsed: 12/345		
	$x^2 = 0.8$, $p > .05$		

		Normal	Joliet
47.	While student teaching how many actual teaching experiences (i.e., substitute teaching, mini-micro [illegible], etc.) did you experience with pupils at various grade levels?		
	1. Only one level	70%	0%
	2. Two grade levels	15%	0%
	3. Three grade levels	12%	9%
	4. Four grade levels	4%	4%
	5. More than four grade levels	0%	87%
	Collapsed: 1/2/3/45		
	*Significant $x^2 = 111.8$, $p < .01$		
48.)	To what extent did your supervising teacher engage in supervising teaching seminars or other in-service activities dealing with student teaching during the time you were teaching his assigned classes?		
	1. None	54%	7%
	2. Very little	7%	7%
	3. Don't know	20%	4%
	4. Some activity	17%	28%
	5. Quite a bit	2%	53%
	Not collapsed		
	*Significant $x^2 = 66.1$, $p < .01$		
49.)	To what degree were you introduced to school administrators' role (central office, superintendents, assistant superintendents, principal) while student teaching?		
	1. No involvement and interaction	7%	0%
	2. Little involvement and interaction	30%	6%
	3. Don't know	0%	2%
	4. Some involvement and interaction	51%	56%
	5. High degree of involvement and interaction	12%	37%
	Collapsed: 123/4/5		
	*Significant $x^2 = 23.1$, $p < .01$		
50.)	While student teaching, my educational methods courses seemed to be of		
	1. absolutely no value	4%	3%
	2. little value	45%	25%
	3. don't know	0%	2%
	4. some value	46%	59%
	5. great value	4%	12%
	Collapsed: 123/4/5		
	*Significant $x^2 = 6.7$, $p < .05$		

		Normal	Joliet
51.)	The amount of record keeping and clerical work while student teaching seemed to me to be		
	1. completely unreasonable	15%	7%
	2. somewhat unreasonable	33%	37%
	3. don't know	7%	4%
	4. somewhat reasonable	30%	41%
	5. very reasonable and necessary	15%	10%
	Collapsed: 1/23/45		
	$x^2 = 3.2$, $p > .05$		
52.)	As I look back on my educational methods courses *now* they seem to be of		
	1. absolutely no value	2%	3%
	2. little value	44%	29%
	3. don't know	4%	3%
	4. some value	46%	56%
	5. great value	4%	9%
	Collapsed: 123/45		
	$x^2 = 2.7$, $p > .05$		
53.)	As far as handling discipline problems as I *now* look back on my education courses they were of		
	1. absolutely no value	23%	40%
	2. little value	49%	44%
	3. don't know	2%	0%
	4. some value	22%	16%
	5. great value	4%	0%
	Collapsed: 1/23/45		
	$x^2 = 4.9$, $p > .05$		
54.)	While student teaching the building principal tended to treat me as		
	1. a non-person (as though I did not exist)	3%	0%
	2. a college student	4%	0%
	3. just a student teacher	30%	13%
	4. having some faculty status	46%	38%
	5. a full fledged faculty member	16%	47%
	Collapsed: 123/4/5		
	*Significant $x^2 = 19.1$, $p < .01$		

		Normal	Joliet
55.)	While student teaching the building principal tended to treat me as		
	1. a real drain or drag on the school's instructional program	0	0
	2. taking more from the school's instructional program than giving	4%	0%
	3. making no difference to the school's instructional program	39%	6%
	4. somewhat helpful to the school's instructional program	42%	32
	5. making a vital contribution to the school's instructional program	10%	60%
	Collapsed: 123/4/5		
	*Significant $x^2 = 44.9$, $p < .01$		
56.)	While student teaching the building principal		
	1. did not attempt to get to know me as a person	17%	0%
	2. made little attempt to get to know me as a person	17%	6%
	3. made some attempt to get to know me as a person	33%	37%
	4. got to know me as a person	23%	38%
	5. got to know me extremely well as a person	7%	19%
	Not collapsed		
	*Significant $x^2 = 22.0$, $p < .01$		
57.)	While student teaching the building principal		
	1. never once came into my room	23%	6%
	2. visited my room only once	26%	15%
	3. occasionally visited my room	42%	57%
	4. visited my room frequently	3%	21%
	5. seemed to be in my room all the time	4%	0%
	Collapsed: 1/2/3/45		
	*Significant $x^2 = 15.2$, $p < .01$		
58.)	The demands placed on my performance by college and public school personnel while student teaching were		
	1. extremely excessive	0%	2%
	2. excessive	9%	18%
	3. about right	78%	72%
	4. not very demanding	12%	9%
	5. incredibly light	2%	0%
	Collapsed: 12/3/45		
	$x^2 = 3.4$, $p > .05$		
59.)	My college supervisor spent sufficient time during his/her visitation to gain an understanding of my school situation		
	1. disagree	10%	6%
	2. tend to disagree	12%	10%
	3. don't know	10%	12%
	4. tend to agree	36%	38%
	5. agree	32%	34%
	Not collapsed		
	$x^2 = 1.0$, $p > .05$		

		Normal	Joliet
60.)	When my college supervisor observed the classes I was teaching (while student teaching) I felt		
	1. extremely apprehensive	[illegible]	4[illegible]
	2. somewhat apprehensive	[illegible]	4
	3. made no difference	[illegible]	[illegible]4
	4. hardly know he/she was there	26%	22[illegible]
	5. extremely comfortable	4%	15[illegible]
	Collapsed: 12/3/4/5		
	$x^2 = 6.2$, $p > .05$		
61.)	In assessing the amount of work I was expected to do while student teaching		
	1. extremely excessive	4%	6[illegible]
	2. excessive	15	[illegible]
	3. about right	[illegible]	
	4. not very demanding		[illegible]
	5. incredibly light		
	Collapsed: 12/3/45		
	*Significant $x^2 = 13.6$, $p < .01$		
62.)	To what degree did you become aware of public school financing of public schools while student teaching?		
	1. No information	33%	0[illegible]
	2. Minimal information	44%	34%
	3. Adequate	16	35%
	4. Quite a bit of information	6%	31%
	5. In-depth information	2%	0%
	Collapsed: 1/2/3/45		
	*Significant $x^2 = 38.5$, $p < .01$		
63.)	While student teaching how many parent-teacher conferences did you participate in?		
	1. None	45%	29%
	2. One or two	39%	37%
	3. Three or four	7%	21%
	4. Five or six	2%	6%
	5. Seven or more	7%	7%
	Collapsed: 1/2/3/45		
	$x^2 = 7.306$, $p > .05$		
64.)	While student teaching how many staffings (i.e., special education referal requests, hearings or meetings) did you participate in?		
	1. None	23%	32%
	2. One or two	33%	47%
	3. Three or four	29%	12%
	4. Five or six	9%	6%
	5. Seven or more	6%	3%
	Collapsed: 1/2/3/45		
	*Significant $x^2 = 8.5$, $p < .05$		

		Normal	Joliet
65.)	While student teaching: ... it have been helpful to hav... ad to ... contacts at a variety of grad... level...		
	1. Absolutely no value	3	3
	2. Of dubious value	4%	0
	3. Don't really know	10	10
	4. Somewhat helpful	44%	21%
	5. Extremely helpful	39%	69%
	Collapsed: 123/4/5		
	*Significant x^2 = 12.5, p $<$.01		
66.)	While student te... ... to what degree did you have "peer group (other student teacher(s) support?		
	1. Never	25%	0%
	2. Hardly ever	15%	0%
	3. Occasionally	20%	0%
	4. Frequently	25%	25%
	5. Always	15%	75%
	Not collapsed		
	*Significant x^2 = 68.5, p $<$.01		
67.)	While student teaching to what degree were you involved in the selection of your supervising teacher?		
	1. Absolutely not involved	86%	2%
	2. Very little involvement	4%	0%
	3. Don't know	6%	0%
	4. Some involvement	2%	24%
	5. High degree of involvement	3%	75%
	Collapsed: 123/4/5		
	*Significant x^2 = 121.5, p $<$ .01		
68.)	While student teaching would you like to have been involved in the selection of your supervising teacher?		
	1. Absolutely not	7%	0%
	2. Don't think so	30%	0%
	3. Don't know	17%	2%
	4. Tend to think so	39%	24%
	5. Think it an absolute must	4%	71%
	6. Collapsed: 12/3/4/5		
	*Significant x^2=77.7, p $<$ .01		
69.)	Why do you think you were assigned to your specific student teaching placement?		
	1. It was convenient for I.S.U.	15%	0%
	2. Availability of willing supervising teacher	38%	9%
	3. Really don't know	32%	3%
	4. I.S.U. was attempting to individualize my placement	12%	12%
	5. Because this was the one I selected	4%	77%
	Not collapsed		
	*Significant x^2 = 82.8, p $<$.01		

		Normal	Joliet
70.)	While student teaching how many school board of education meetings did you attend?		
	1. None	90%	4%
	2. One	9%	49%
	3. Two	2%	34%
	4. Three	0%	13%
	5. Four or more	0%	0%
	Collapsed: 1/2/3/45		
	*Significant $x^2 = 101.4$, $p < .01$		
71.)	Do you feel a student teacher should attend school board meetings?		
	1. Not important - do not attend any	23%	2%
	2. Require attendance at one meeting	22%	52%
	3. Don't know	20%	3%
	4. Should attend one but leave on a permissive basis	25%	37%
	5. Should attend as many as possible	10%	7%
	Not collapsed		
	*Significant $x^2 = 32.0$, $p < .01$		
72.)	While student teaching what per cent of P.T.A. (P.T.O.) meetings did you attend?		
	1. None	48%	15%
	2. 25%	15%	16%
	3. 26-50%	6%	12%
	4. 51-75%	2%	7%
	5. 76-100%	30%	50%
	Collapsed: 1/2/3/45		
	*Significant $x^2 = 18.4$, $p < .01$		
73.)	While student teaching what degree of compatability did you share with your supervising teacher (i.e., philosophy of education, handling discipline problems, etc.)?		
	1. Never agreed	0%	0%
	2. Seldom agreed	10%	12%
	3. Don't know	6%	6%
	4. Frequently agreed	67%	53%
	5. Always agreed	17%	29%
	Collapsed: 123/4/5		
	$x^2 = 3.3$, $p > .05$		

		Normal	Joliet
74.)	My supervising teacher demonstrated "up to date" teaching methods in her classroom.		
	1. Disagree	9%	2%
	2. Tend to disagree	17%	15%
	3. Don't know	0%	2%
	4. Tend to agree	28%	40%
	5. Agree	46%	43%
	Collapsed: 123/4/5		
	$x^2 = 2.7$, $p > .05$		
75.)	In evaluating my teacher preparation experience at I.S.U. I feel *weakest* in the area of		
	1. none of these	6%	9%
	2. analysis of my teaching	17%	13%
	3. academic preparation to teach Math, Reading, etc.	29%	12%
	4. planning for teaching	13%	4%
	5. discipline techniques	35%	62%
	Not collapsed		
	*Significant $x^2 = 13.8$, $p < .01$		
76.)	In evaluating my teacher preparation experience at I.S.U. I feel *strongest* in the area of		
	1. none of these	17%	10%
	2. analysis of my teaching	15%	15%
	3. academic preparation to teach Math, Reading, etc.	36%	31%
	4. planning for teaching	26%	41%
	5. discipline techniques	6%	3%
	Collapsed: 1/2/3/45		
	$x^2 = 2.9$, $p > .05$		
77.)	While student teaching I felt my *supervising teacher* permitted me to		
	1. do none of these	0%	0%
	2. teacher "her way" only	4%	2%
	3. try some of her methods and some of mine	42%	19%
	4. try most of my teaching methods	25%	35%
	5. have complete control over instructional decisions	29%	44%
	Collapsed: 123/4/5		
	*Significant $x^2 = 10.2$, $p < .01$		

		Normal	Joliet
78.)	To what degree did you become aware of community problems while student teaching?		
	1. Totally unaware	2%	0
	2. Largely unaware	7%	10
	3. Unaware	19%	2%
	4. Aware	59%	66%
	5. Very deeply aware	13%	22%
	Collapsed: 12/3/4/5		
	*Significant x^2 = 12.0, p <.01		
79.)	How would you rate your academic preparation for student teaching (at I.S.U.)		
	1. Very poor	2%	3%
	2. Poor	19%	18%
	3. Indifferent	20%	16%
	4. Good	48%	49%
	5. Excellent	12%	15%
	Collapsed: 12/ '4/5		
	x^2 = 0.6, p > .05		
80.)	To what degree did you become involved with community related activities (other than P.T.A. or like activities) while student teaching?		
	1. Not involved	78%	38%
	2. Minimally involved	13%	34%
	3. Involved	6%	12%
	4. Somewhat involved	3%	12%
	5. Very deeply involved	0%	4%
	Collapsed: 1/2/3/45		
	*Significant x^2 = 23.4, p <.01		
81.)	To what degree did you feel you could talk freely with your college supervisor?		
	1. Very guarded in what I said	3%	7%
	2. Fairly guarded	7%	6%
	3. Surface not candid - not guarded	17%	7%
	4. Fairly candid/open	46%	47%
	5. Extremely candid/open	26%	32%
	Collapsed: 12/3/4/5		
	x^2 = 3.5, p >.05		
82.)	How did you perceive your college supervisor's interest in your personal/professional growth while student teaching?		
	1. Could have cared less	2%	0%
	2. Very little interest	4%	6%
	3. Neutral	9%	3%
	4. Some interest	46%	34%
	5. Deeply interested	39%	57%
	Collapsed: 123/4/5		
	x^2 = 4.7, p >.05		

83.) To what degree did your supervising teacher show a genuine interest in you?	Normal	Joliet
1. No interest	0%	0%
2. Very little interest	4%	3%
3. Neutral	3%	7%
4. Some interest	26%	27%
5. Extremely interested	67%	63%
Collapsed: 123/4/5		
$x^2 = 0.4$, $p > .05$		

[illegible]

[illegible]

1. [illegible] that are definitely assigned to you, whether you have assumed them voluntarily or under direction. Include in the time that it takes to perform each service and the time for preparation and follow up.

2. Avoid duplication.

3. Report time on an hours-per-week basis. If the activity is not part of your regular assignment, check N.A. (not assigned).

I. Preparation for Teaching - during and after school hours (hours per week)

84.) Reading and Study	Normal	Joliet
1. N.A.	**3%**	**0%**
2. 3 hours or less	**23%**	**25%**
3. 4 to 6 hours	**22%**	**40%**
4. 7 to 9 hours	**20%**	**13%**
5. 10 hours or more per week	**17%**	**15%**
Collapsed: 12/3/4/5		
$x^2 = 4.6$, $p > .05$		

85.) Lesson Planning		
1. N.A.	**6%**	**2%**
2. 3 hours or less	**23%**	**22%**
3. 4 to 6 hours	**35%**	**28%**
4. 7 to 9 hours	**13%**	**31%**
5. 10 hours or more per week	**5%**	**9%**
Collapsed: 12/3/4/5		
$x^2 = 5.8$, $p > .05$		

		Normal	Joliet
86.)	Test Construction		
	1. N.A.	22%	16%
	2. 3 hours or less	57%	60%
	3. 4 to 6 hours	7%	13%
	4. 7 to 9 hours	0%	2%
	5. 10 or more hours per week	0%	2%
	Collapsed: 1/2/345		
	$x^2 = 2.8$, $p > .05$		
87.)	Classroom Environment (i.e., activity center, bulletin boards, mixing paints, etc.)		
	1. N.A.	9%	2%
	2. 3 hours or less	30%	31%
	3. 4 to 6 hours	29%	35%
	4. 7 to 9 hours	15%	16%
	5. 10 hours or more per week	3%	9%
	Collapsed: 12/3/45		
	$x^2 = 1.6$, $p > .05$		
88.)	Collecting Instructional Materials		
	1. N.A.	6%	0%
	2. 3 hours or less	54%	50%
	3. 4 to 6 hours	19%	34%
	4. 7 to 9 hours	5%	6%
	5. 10 hours or more per week	3%	3%
	Collapsed: 12/3/45		
	$x^2 = 3.4$, $p > .05$		
II.	Teaching Duties - during and after school hours (hours per week)		
89.)	Actual Classroom Teaching		
	1. N.A.	4%	2%
	2. 10 to 18 hours	10%	3%
	3. 19 to 22 hours	6%	15%
	4. 23 to 26 hours	39%	43%
	5. 27 or more hours	26%	31%
	Category 1 dropped - not collapsed		
	$x^2 = 5.4$, $p > .05$		
90.)	Grading papers, tests, etc. which require subjective, professional judgment		
	1. N.A.	6%	3%
	2. 3 hours or less	23%	24%
	3. 4 to 6 hours	26%	32%
	4. 7 to 9 hours	16%	25%
	5. 10 hours or more per week	13%	9%
	Collapsed: 12/3/4/5		
	$x^2 = 2.2$, $p > .05$		

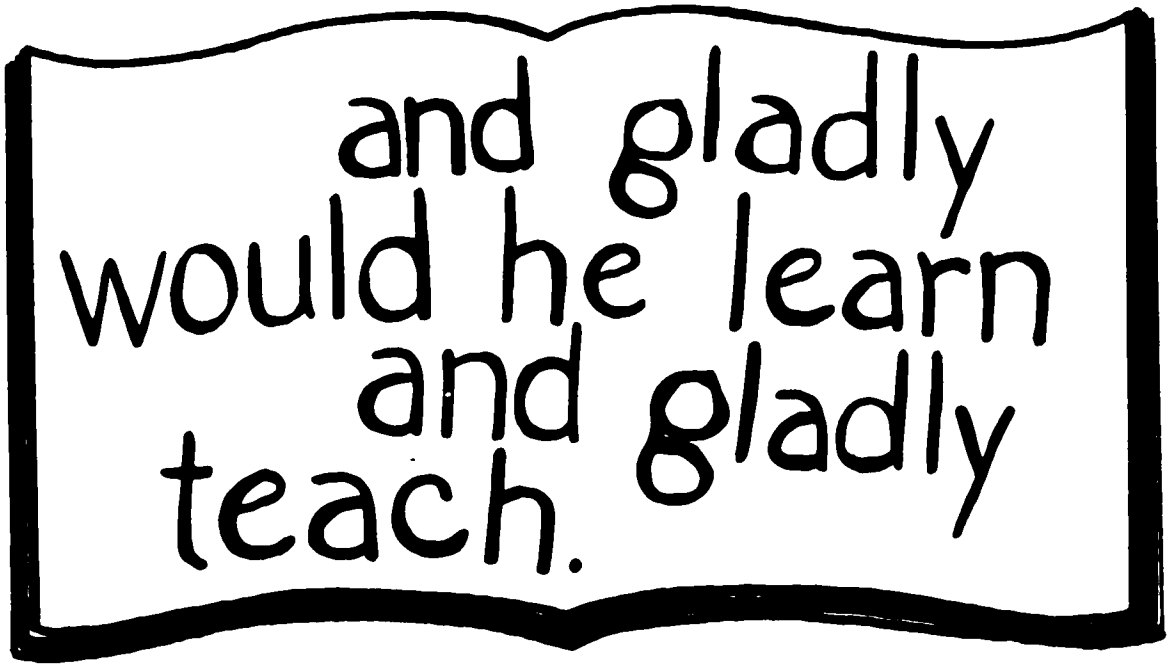
		Normal	Joliet
91.)	Maintaining classroom discipline		
	1. N.A.	7%	4%
	2. 3 hours or less	46%	57%
	3. 4 to 6 hours	10%	15%
	4. 7 to 9 hours	6%	9%
	5. 10 hours or more per week	15%	7%
	Collapsed: 12/3/4/5		
	$x^2 = 2.7$, $p > .05$		
92.)	Aiding and counseling individual students outside of class		
	1. N.A.	32%	25%
	2. 3 hours or less	36%	59%
	3. 4 to 6 hours	15%	9%
	4. 7 to 9 hours	2%	0%
	5. 10 hours or more per week	2%	0%
	Collapsed: 1/2/345		
	$x^2 = 5.97$, $p > .05$		
93.)	Consulting with parents about student's work		
	1. N.A.	22%	6%
	2. 3 hours or less	61%	79%
	3. 4 to 6 hours	3%	9%
	4. 7 to 9 hours	0%	0%
	5. 10 or more hours per week	0%	0%
	Collapsed: 1/2/345		
	*Significant $x^2 = 9.5$, $p < .01$		
94.)	Sponsorship of pupil organizations or activities		
	1. N.A.	64%	65%
	2. 3 hours or less	19%	21%
	3. 4 to 6 hours	2%	7%
	4. 7 to 9 hours	0%	0%
	5. 10 hours or more per week	2%	0%
	Collapsed: 1/2345		
	$x^2 = .3$, $p > .05$		
III.	Other activities related to teaching (hours per week)		
95.)	Duties associated with teaching (such as: Typing and duplicating materials, grading objective tests, recording grades in grade book, sorting and counting books, procuring supplies, etc.)		
	1. N.A.	6%	0%
	2. 3 hours or less	30%	28%
	3. 4 to 6 hours	29%	37%
	4. 7 to 9 hours	16%	16%
	5. 10 hours or more	4%	12%
	Collapsed: 12/3/4/5		
	3.5, $p > .05$		

		Normal	Juliet
96.)	Other duties (such as: Keeping pupil cumulative records, taking and reporting attendance, collecting lunch or milk monies, keeping administrative records, etc.)		
	1. N.A.	6%	2%
	2. 3 hours or less	65%	72%
	3. 4 to 6 hours	12%	12%
	4. 7 to 9 hours	2%	4%
	5. 10 hours or more	2%	2%
	Collapsed: 12/345		
	$x^2 = 0.1$, $p > .05$		
97.)	Supervisory duties (such as: Cafeteria, playground, halls, lavatories, bus arrivals and departures, etc.)		
	1. N.A.	22%	13%
	2. 3 hours or less	46%	54%
	3. 4 to 6 hours	12%	22%
	4. 7 to 9 hours	4%	2%
	5. 10 hours or more	2%	2%
	Collapsed: 1/2/345		
	$x^2 = 2.6$, $p > .05$		
98.)	Attending meetings and conferences (such as: Faculty meetings, grade group meetings, special group meetings within the school, meeting at central administration offices, etc.)		
	1. N.A.	12%	3%
	2. 3 hours or less	70%	79%
	3. 4 to 6 hours	4%	10%
	4. 7 to 9 hours	0%	2%
	5. 10 hours or more	0%	0%
	Collapsed: 1/2/345		
	*Significant $x^2 = 6.0$, $p < .05$		
99.)	Degree of strain or tension. Please indicate the intensity of your feelings of strain or tension relating to your current teaching assignment.		
	1. No tension	4%	15%
	2. Little tension or strain	32%	18%
	3. Moderate strain or tension	32%	49%
	4. Considerable strain or tension	12%	7%
	5. Great strain or tension	4%	4%
	Collapsed: 1/2/3/45		
	*Significant $x^2 = 9.2$, $p < .05$		

		Normal	Joliet
100.)	Does your principal at your current teaching assignment encourage you to try new teaching approaches?		
	1. Never	9%	7%
	2. Hardly ever	7%	4%
	3. Sometimes	22%	29%
	4. Usually	25%	16%
	5. Always	20%	35%
	Collapsed: 12/3/4/5		
	$x^2 = 4.8$, $p > .05$		
101.)	Suppose you could go back to your college days and START OVER AGAIN; in view of your present knowledge, would you become a teacher?		
	1. Certainly would not	0%	0%
	2. Probably would not	7%	7%
	3. Chances about even	9%	4%
	4. Probably would	26%	37%
	5. Certainly would	46%	46%
	Collapsed: 123/4/5		
	$x^2 = 1.6$, $p > .05$		
102.)	How many times have you been *informally* visited by your direct supervisor (building principal) *this year* while you were teaching in your classroom?		
	1. Never	12%	7%
	2. Once	4%	7%
	3. Twice	10%	7%
	4. Three times	10%	13%
	5. Four or more times	45%	57%
	Collapsed: 12/3/4/5		
	$x^2 = 1.1$, $p > .05$		
103.)	I am working harder now, at my current teaching assignment, than I did when I was student teaching.		
	1. Disagree	2%	0%
	2. Tend to disagree	10%	7%
	3. No difference	15%	24%
	4. Tend to agree	16%	22%
	5. Agree	35%	40%
	Collapsed: 12/3/4/5		
	$x^2 = 2.0$, $p > .05$		

		Normal	Joliet
104.)	The *main* reason I selected my *current teaching position* was		
	1. none of these reasons	20%	13%
	2. I liked the geographic location	16%	13%
	3. was the only job offer I received	17%	27%
	4. was the grade level I wanted	17%	19%
	5. I selected from several job offers/ wanted this job for many reasons	12%	29%
	Not collapsed		
	$x^2 = 6.5$, $p > .05$		
105.)	*Before* student teaching I		
	1. knew I didn't want to teach	0%	0%
	2. not quite sure I wanted to teach	7%	6%
	3. thought I might like to try teaching	15%	9%
	4. was pretty certain I wanted to teach	32%	37%
	5. definitely sure I wanted to teach	42%	44%
	Collapsed: 123/4/5		
	$x^2 = 1.6$, $p > .05$		
106.)	*During* student teaching I		
	1. knew I didn't want to teach	0%	0%
	2. not sure I wanted to teach	9%	12%
	3. thought I might like to try teaching	7%	6%
	4. was pretty certain I wanted to teach	28%	32%
	5. definitely sure I wanted to teach	51%	44%
	Collapsed: 123/4/5		
	$x^2 = 0.7$, $p > .05$		
107.)	*After* student teaching I		
	1. knew I didn't want to teach	0%	0%
	2. not sure I wanted to teach	7%	3%
	3. thought I might like to try teaching	4%	10%
	4. was pretty certain I wanted to teach	25%	27%
	5. definitely sure I wanted to teach	61%	54%
	Collapsed: 123/4/5		
	$x^2 = 0.7$, $p > .05$		
108.)	*Now* I		
	1. definitely know I do not want to teach	0%	2%
	2. am still not sure I want to teach	3%	3%
	3. think I might continue teaching	6%	7%
	4. am pretty certain that I'll continue teaching	26%	31%
	5. definitely sure I'll continue to teach	55%	50%
	Collapsed: 123/4/5		
	$x^2 = 0.5$, $p > .05$		

		Normal	Joliet
109.)	How many times have you been *formally* visited by your direct supervisor (building principal) *this year* for the purpose of evaluating your teaching performance?		
	1. Never	26%	21%
	2. Once	15%	19%
	3. Twice	13%	27%
	4. Three times	9%	18%
	5. Four or more times	19%	6%
	Not collapsed		
	*Significant $x^2 = 10.4$, $p < .05$		
110.)	Have these visitations *this year* by your direct supervisor (building principal) been frequent enough and of long enough duration to permit him/her to accurately evaluate your teaching ability?		
	1. Definitely not	17%	18%
	2. Tend to doubt it	9%	10%
	3. Don't know	17%	12%
	4. Tend to think so	25%	38%
	5. Absolutely think so	10%	12%
	Not collapsed		
	$x^2 = 2.4$, $p > .05$		



A COMPARATIVE STUDY OF ILLINOIS STATE UNIVERSITY ELEMENTARY TEACHER GRADUATES OF THE REGULAR STUDENT TEACHING AND THE JOLIET TEACHER EDUCATION CENTER PROGRAMS 1970 - 1971

QUESTIONS CORRESPONDING TO CATEGORIES

A. Demographic: 1, 2, 3, 4, 5, 6, 16

B. Postgraduate Employment: 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 104

C. Student Teaching Placement: 42, 43, 67, 68, 69

D. Undergraduate Prep.: 24, 46, 50, 52, 53, 75, 76, 79

E. Occurence of Problems: 27, 28, 29, 30, 38, 39, 66

F. College Supervision: 21, 26, 31, 32, 44, 59, 60, 82

G. Public School Supervision: 37, 40, 48, 54, 55, 56, 57, 67, 68, 73, 74, 77, 83

H. Extra-Classroom Activities: 23, 25, 41, 45, 49, 62, 63, 64, 70, 71, 72, 78, 80

I. Time Commitments: 19, 20, 36

J. Overall Evaluation: 22, 33, 34, 35, 47, 51, 58, 61, 65

K. Commitment: 101, 103, 105, 106, 107, 108